

READING MY CITY BEYOND WORDS

Contextualized Materials Focused on CLIL for Inference Making in Reading at
University Level

Hernán Fernández Legro

Thesis Director: Claudia Torres Jaramillo M.A.

Universidad Externado de Colombia

School of Education

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Note of acceptance

Claudia Torres Jaramillo M.A.

Thesis Director

Astrid Núñez Pardo M.A.

Juror

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Abstract


This research describes the impact of contextualized teaching materials framed under the CLIL (Content and Language Integrated Learning) approach on students reading skills with an emphasis on the inferential component. This study was conducted with undergraduate students from Manuela Betran University, in the city of Bogotá, Colombia. It was framed under the qualitative approach and was as an action research study. The data was gathered by means of an entry survey, students' artifacts, field notes, and an exit survey, and the information collected was analyzed based on the Grounded Theory. Six contextualized worksheets were designed and applied in the English classroom and the results evidence the relationship between the creation and implementation of contextualized materials and students' improvement in relation to their reading and mainly on their inference skill. Moreover, this study recommends continuing to explore the role played by the teacher researcher in developing materials for the EFL setting.

Keywords: materials development, contextualized teaching materials, reading, inference, Content and Language Integrated Learning (CLIL)

Resumen

Esta investigación describe el impacto de los materiales de enseñanza contextualizados enmarcados en el enfoque CLIL, en la habilidad lectora de los estudiantes, haciendo énfasis en el componente inferencial. Esta investigación se realizó con estudiantes de pregrado de la Universidad Manuela Betran, sede Bogotá, bajo un enfoque cualitativo. Los datos se recopilaron y analizaron después de la aplicación de seis talleres contextualizados. El instrumento notas de campo facilitó la recopilación de información durante la etapa de aplicación. Además, se realizó una encuesta de entrada y una de salida para recopilar información sobre el interés de los estudiantes y los comentarios finales sobre el proceso. Los resultados de la investigación establecen la relación entre la creación de material contextualizado y la mejora de los estudiantes en relación con su habilidad lectora. Además, este estudio recomienda continuar explorando el role del docente investigador en el campo de desarrollo de materiales en inglés como lengua extranjera.

Palabras claves: desarrollo de material, habilidad lectora, CLIL, inferencia

	Resumen Analítico en Educación -RAE
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2. Descripción
<p>This research describes the impact of contextualized teaching materials framed under the CLIL (Content and Language Integrated Learning) approach on students reading skills with an emphasis on the inferential component. This study was conducted with undergraduate students from Manuela Betran University, in the city of Bogotá, Colombia. It was framed under the qualitative approach and was as an action research study. The data was gathered by means of an entry survey, students' artifacts, field notes, and an exit survey, and the information collected was</p>

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4. Contenidos

This document contains five chapters. Chapter one contains the Research Problem which includes the statement of the problem, the research question, the objectives, the related studies and the description of the setting and rationale. Chapter two presents the Literature Review that supported the study. Chapter three entails the aspects related to the Methodological Design. Chapter four includes the Data Analysis and Findings and, finally, chapter five deals with the Conclusions and the Pedagogical Implications.

5. Metodología

This study is framed under the qualitative approach because qualitative research implies an effort to comprehend particular situations in a specific setting and the reciprocal actions within it (Patton, 1985). Besides, “qualitative researchers seek to understand the context or setting of the participants through visiting this context and gathering information personally. They also make an interpretation of what they find, an interpretation shaped by the researchers’ own experiences and backgrounds” (Creswell, 2008, p. 10). Based on the previous authors’ definitions, I decided to follow a qualitative approach to support this study, because I pretended to comprehend a particular issue at UMB. The qualitative research allowed me to collect, analyze, and interpret the information gathered during the process.

In terms of the type of the study, this study is classified as an action research since it allows the teacher to investigate a phenomenon that occurs in his own context (Burns, 2015). In the same line of thought, Watts (1985) draws attention to the active participation that teachers and principals have in solving the class problems that they identify in their own contexts. AR implies the teacher’s engagement in a spiral-process that contains steps such as planning, acting, observing, and reflecting. Those phases empowered me as teacher researcher to take control of

my investigation and to establish objectives, not only for my professional growth but to improve the language learning process inside the classroom.

6. Conclusiones

The conclusions of this Research focus on three main aspects. The first one concerns the issue of contextualization. The study showed that the local context has a strong influence when designing materials. Contextualizing materials brought benefits not only for the teacher researcher but also for the students. The fact that the students were familiarized with the setting of the designed materials facilitated their engagement in the learning process. Besides, considering the students' suggestions made them feel important in terms of the appropriation of the materials and their sense of belonging towards the local context. The use of different Bogota's landmarks was a valuable resource because it showed that teaching in an EFL classroom not only refers to the megacities or the hegemonic publishing houses, but to a wide variety of sociocultural realities including the Colombian ones. In this sense, the contextualization of the materials allowed to link on the one hand, the information provided by the students, as its principal source, and on the other hand, the academic goals proposed by the teacher.

The second aspect is associated to a new teachers' role. The designing of materials should not be a restrictive field if the professionals that best know their students are capable of assuming this new challenge. This reflexive process favored a dual purpose: on the one hand, making decisions in terms of personal growth and improving my pedagogical practice, which implies recognizing the students' needs as the starting point and the basis of the learning process. On the other hand, the analysis of what took place as a result of my implementation allowed me to adopt new teaching strategies and polish the ones I regularly use.

The third aspect is associated to the enhancement of the reading skills. In this sense, background knowledge played a key role in the development of the inferential skill. The students with a higher background knowledge made easier connections among the information they already had, the text and the questions they had to answer. In contrast, the students with less range of vocabulary faced some problems especially in the "procedure" section of the worksheets. Some of them expressed that recognizing vocabulary was crucial to complete the activities found in the worksheets. Moreover, they affirmed that the vocabulary in context helped them to understand the meaning of new words and this eased their reading comprehension process.

Elaborado Por:	Hernán Fernández Legro
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Table of contents

Acknowledgments	iii
Abstract.....	iv
Resumen	v
Introduction.....	1
Research Problem	3
Statement of the Problem	3
Research Question	5
Research Objectives	5
General objective:.....	5
Specific objectives	5
Related Studies	6
Rationale.....	10
Literature Review	14
Conceptualization of materials.	15
Authenticity of the materials.	15
Contextualized Material	16
Contextual teaching and learning.	19
Literacy.....	20
Reading.....	21
Reading skills.	22
Inference.	23
Local inference.	24
Global inference	25
On-line and off-line inference	25
Content Language Integrated Learning (CLIL)	26
CLIL inside the classroom.....	27
Methodological Design	28
Research Design	28
Approach.	28
Type of study.....	29
Participants	30
<i>Students</i>	30
<i>Teacher- researcher and text developer</i>	31
Data gathering instruments.....	32

<i>Students Artifacts</i>	32
<i>Survey.</i>	32
<i>Field Notes</i>	33
Instructional Design.....	34
Pedagogical intervention.	34
Instructional objectives.....	36
<i>General.</i>	36
<i>Specific.</i>	36
Intervention as innovation	37
Theory of the nature of language and language learning	38
Methodological approach underlying the pedagogical intervention	38
Connection of the pedagogical intervention with the research question.	39
Instructional phases.	40
<i>Proposed materials development framework.</i>	40
<i>Getting into the swing</i>	43
<i>Knowing our city</i>	43
<i>Living here</i>	43
Sample of worksheet.	44
Chapter IV	53
Data Analysis	53
Procedure for Data Analysis.....	53
Research Categories	54
Materials development: The path to meet students' and teacher's needs	54
<i>Local awareness: Contextualizing students and teacher's goals.</i>	55
<i>Students' participation in the creation of materials.</i>	61
Developing On-line Inference: Reading Beyond Words, the connection between culture and cognition.	67
<i>Background knowledge as the first step to build inference.</i>	69
<i>Fostering reading comprehension through inference.</i>	74
Conclusions and Pedagogical Implications	78
Conclusions	78
Pedagogical Implications.....	82
Limitations	82
References.....	84
Appendix A: Teachers Survey	95

Appendix B: Students' Survey	96
Appendix C: Field Notes Format.....	97
Appendix D: Informed Consent	98
Appendix E: Exit Survey.....	99

Introduction

This research describes how contextualized materials enhanced reading skills through the use of worksheets at Universidad Manuela Beltrán, in Bogotá, Colombia. The standard materials as textbooks are created based on international settings that cause a lack of interest among the majority of the students. In other words, those materials are not relevant for most of the students. Those textbooks, which use a different context from the student's, may produce an unwilling effect because they are normally based on content and context that try to homogenize students. Moreover, in many of the cases, those books do not satisfy learners' and teachers' expectations / intentions (Nuñez and Téllez (2008). This implies that the teaching-learning process demands professionals able to discern the strategies that best suit both students' and teachers' objectives.

Bearing in mind the above mentioned, researchers such as Comber (2017), agree on the fact that “despite the discourses of standardization, teachers can continue to educate culturally diverse young people in ways that help them to negotiate and imagine positive and productive ways of learning together “(p.1). Thus, for students to be able to achieve this negotiation, teachers need to be involved in a serious reflection about their pedagogical practice and reconsider their students' role inside the classroom. Traditional pedagogies and standard materials have been present in the educational system for quite a long time, establishing rigid patterns that have limited and even silenced students' participation in the learning process. Giroux (1997) considers them as poor pedagogies where “student's voice is reduced to the immediacy of its performance, existing as something to be measured, administered, registered, and controlled” (p. 124). Considering this, one of the aims of contextualizing materials is to develop among learners a sense of belonging and leadership that can eventually empower students to socially transform their lives and "reconstitute their relationship within the wider society" (Giroux, 1988, p.153).

From my pedagogical experience, I have noticed that the international publishing houses have established standards in the printed material available to teach English. This implies the homogenization of the material and a lack of awareness of society towards the value and richness of own our culture as a source to produce material. In light of this, Rico (2012) asserts, “most language coursebooks are still designed from traditional perspectives that do not allow learners to develop their abilities to deal with intercultural encounters” (p. 130). Consequently, I decided to conduct a research study that involved the local context to teach English in a foreign language setting.

This document contains five chapters. Chapter one contains the Research Problem which includes the statement of the problem, the research question, the objectives, the related studies and the description of the setting and rationale. Chapter two presents the Literature Review that supported the study. Chapter three entails the aspects related to the Methodological Design. Chapter four includes the Data Analysis and Findings and, finally, chapter five deals with the Conclusions and the Pedagogical Implications.

Chapter I

Research Problem

Statement of the Problem

Teaching English is becoming a great task nowadays. Meeting the adolescent's necessities, interests', and learning styles is a challenge for teachers' today. Additionally, using materials that center on the learners' communicative objectives within a real and meaningful context for some pre-intermediate university students becomes a difficult task to achieve. In this regard, the materials commonly used in the English classes in our Colombian context focuses mainly on foreign cities that offer a large quantity of information, which, in most of the cases, is unknown for students. From my pedagogical practice, I have observed that students face this situation. An example of this became evident when I asked them to compare the height between two international buildings shown in a reading workshop. They could not do the comparison because they did not have a point of reference to complete the exercise. Moreover, some students did not show interest in finding out the necessary information to complete the activity. It was difficult for them to imagine what the length of the buildings could be if they had never seen them.

Another example is the reading workshop in which they had to establish a comparison between the weather in London and the weather in New York. The students' reaction made me reflect about the possibility of changing those cities for some they could have a point of reference which could fulfill both students' and teacher's necessities. These situations became the starting point of this research. According to Johnson (2009), the students' learning process is framed within prior knowledge, the sociocultural context where the learner is found, and what the student is expected to do with that knowledge learnt. In the same line of thought, this sociocultural

environment involves the importance of using a local context where the students feel comfortable to produce knowledge through daily life situations. Thus, in my pedagogical practice, I realized the importance of taking advantages of the local context since I observed that learners adopt a different attitude when they attempt to accomplish the class objectives framed within their local reality, with information that is closer to their life experiences.

Based on the above, I decided to apply two surveys at Manuela Betran University (MBU hereafter). In the first survey (see Appendix A), I found that most of the foreign and Colombian teachers agreed with the fact that the local context could be included when teaching English. Besides, the information gathered showed that the teachers in charge of the Pre-intermediate level agreed on the fact that using Bogotá's landmarks to develop the contents of this level could be appropriate and feasible. On the other hand, I applied another survey (see Appendix B) to identify the students' interests related to the context where they live. Some of the questions showed interesting and valuable information that motivated me to create contextualized materials. After analyzing the information gathered, I identified that 26.7 % of the people surveyed considered extremely useful the fact that Bogotá's landmarks could be an appropriate scenery to develop the topics for the English syllabus. Moreover, 73.3% of the people surveyed considered as very useful to set Bogotá as the context for developing contextualized worksheets. Furthermore, 53% of the students surveyed agree on the fact that discussing and learning about information related to two local buildings (Colpatria Tower and Bacata Tower) rather than two international buildings (The Eiffel Tower and The Big Ben) was much more relevant for them.

As a result, I carried out this research at MBU, a private university located in, Bogotá, Colombia. With regard to the former, the teachers who worked at the University, used a guidebook for more than 2 years, but this teaching resource was not as useful as they thought.

The time was not enough to cover all the contents from the book. In fact, the contents presented in the book were not interesting for the students. Additionally, the students refused to buy the mandatory materials and preferred to make photocopies. These situations motivated me as a text developer to create new contextualized materials which, as a researcher, I define for this study as the opportunity to meet both students' and teachers needs taking advantage of students' real context related to the environment where they can connect the language they are learning and using with their setting. This implies that the language can be used not only inside the classroom but also outside the university as a tool in the learning and teaching process, following the institutional policies as evidenced in the University's vision and mission that highlight to perform a creative, controlled and critical process based on available knowledge, that generates and produces new knowledge allowing concrete solutions to problems that affect the social environment of the University.

Research Question

How do contextualized materials, focused on Content and Language Integrated Learning (CLIL), enhance reading skills among university students in an EFL classroom?

Research Objectives

General objective: To explore the relevance of developing and implementing contextualized materials focused on students' local context to enhance their reading skills.

Specific objectives: (a) To assess the impact that contextualized materials have on students reading skills; (b) to describe students' ability to makes inferences while reading texts related to Bogotá's landmarks; and (c) to analyze the impact of the CLIL approach on students reading process.

Related Studies

In relation to the studies regarding my research, I identified some carried out in the field of Materials Development that offer an interesting point of view related to the empowerment of one's own culture, which avoids the homogenization of material in teachers' pedagogical practices. Besides, I also address studies connected to reading, and the features from CLIL approach that allows me to connect the three constructs of this study.

Materials development. Regarding this first construct, Alfonso (2014), in her qualitative action research conducted in a private university, implemented six worksheets with ten undergraduate students in Bogotá. The development of the worksheets included students' voices through needs assessment, which compiled the adapted materials focused on their field of study. This fact allowed students to assess their own knowledge to achieve a better reading comprehension and overcome difficulties when reading and looking for viable solutions. Her findings demonstrated that the inclusion of reading and metacognitive strategies along the implementation of the material facilitated students' reading comprehension and motivated them to learn. This study was relevant to my research due to the fact that reading comprehension strategies and the development of contextualized materials have a relevant place in the teaching-learning process. In addition, after implementing the material, the students became strategic readers and developed autonomous learning, mastering the vocabulary related to their field of study.

In the same line of thought, Nivia (2015) developed a qualitative action research conducted in a public institution. The participants were fourteen students of second English level. The investigator used the characteristics of an action research and a background survey that was applied before the implementation of the pedagogical study. The researcher gives a general

perspective about the teaching and learning of the reading process in a foreign language. It describes how the learners of second English level from the accounting and finance program at SENA (Servicio Nacional de Aprendizaje) can develop their reading comprehension competence through the implementation of contextualized or customized reading materials and reading strategies. His findings suggest that the reading worksheets with an appealing content and the design of activities based on the use of reading strategies had a clear influence on the students' reading comprehension. Although this study was conducted in a different teaching context, it contributed to my research because it explored the use of reading strategies to improve the students' reading comprehension using materials designed by the teacher. On the other hand, it is important to include students' interests in pedagogical spaces to reflect and take action about the way teachers and students handle reading processes.

Reading skills. In relation with reading skills, Mariño (2014) did a qualitative study that took place at a private institution in Tunja, Colombia. The participants were 15 fifth grade students, whose ages ranged between eleven and twelve. Most of the students belonged to an upper social class, which explains why their parents were interested in educating their children in a foreign language. Students attended eight hours of class daily. Five instruments were used to gather and analyze the data in the study: an observation form, a journal kept by the teacher, a survey for the participants, an interview with the coordinator of the school, and documents such as the teacher's lesson plan book were also analyzed during the investigation. Findings showed first the relevance of implementing an assessment process during all the stages of the research because, in that way, the teacher can have a complete schema of the participants' work as well as of his/ her work. In addition, findings revealed how the students used their prior knowledge to

construct new knowledge in a more effective way and after that, how they use it to decodify messages in their reading process.

Moreover, the researcher found that students' interest in knowing more about the target culture, which in this case refers to traditional Tunja, was evident. Ninety-two percent of the students thought they had learned about different subjects, and that English was the vehicle to achieve the learning process. This study was relevant to my research since it demonstrated how CLIL could be the bridge to connect the institution's programs and contents through contextualized material. Besides, the study showed the way that the students dealt with unknown words and how they used prior knowledge to interpret and assign meaning to difficult words.

The use of the CLIL approach involves addressing culture, communication, cognition and context. These elements facilitate the inclusion of new materials created by the teacher focused on student's needs.

Similarly, de Zarobe, and Zenotz (2015), explored the role of instruction focused on reading strategies to improve the reading skills in a CLIL context in Saudi Arabia. Their qualitative action research project was carried out with a group of 25 students in a private school. The instruments for data gathering were a survey, diaries and a questionnaire. Their findings suggested, firstly, that the group showed a higher level of progression in the metacognitive reading test, suggesting that the intervention had a positive effect on the reading comprehension process. Secondly, the use of strategic instruction made students more aware of how they learned and how they could learn more efficiently and autonomously, which is one of the fundamental pillars of the CLIL methodology. Thirdly, their results are particularly interesting as they involve young learners in a CLIL context, who can be encouraged to use reading strategies effectively from an early age. This study is relevant to my research because it suggests that teaching reading

strategies is an effective tool in second language classrooms for increasing the reading competence of learners.

Content and Language Integrated Learning. Nuñez (2015) developed a qualitative research to analyze the pedagogical implications of CLIL at Universidad Autonoma de Zacatecas, in Mexico. The participants were 11 students in their fifth semester. The data collection instrument was a semi-structured interview that allowed the investigator to get authentic information from the students. During the process, the investigator found four crucial components concerning the materials of the course and the CLIL approach. They were (a) content and language appropriateness, (b) identification of “new” academic genres, (c) learning of new vocabulary in the target language (English) and (d) limited material diversity. In her findings, she mentioned that the teachers’ role has a relevant connotation in the CLIL classrooms, since CLIL implies the improvement of the methodology and the materials designed. On the other hand, there was development of academic skills such as academic writing and reading. In addition, the students could use the language in a different context with several subjects. This implies a valuable information for my study because of the nature of it. The CLIL approach would allow me to connect context, the culture, and the contents from the program.

In a similar way, Chostelidou and Griva (2014) focused on the implementation of CLIL in higher education in their qualitative study in a Greek college with Accountancy learners. Students ranged in age from 20 to 30 years old with different proficiency levels. The data gathering instruments were the CLIL test, students’ interviews and semi-structured interviews. Findings show that CLIL methodology includes: a) several focuses (on language, learning and cognition); b) the construction and enriching learning environments; c) the use of authentic materials and interactions; d) the use of macro- and micro- scaffolding in students' learning so as to enhance

their autonomy; and e) the promotion of co-operation among students and teachers. Moreover, the CLIL program took into account the students' different learning rhythms, styles and levels of competence, by encouraging diversified methods of teaching and learning, which was valuable considering the heterogeneity of the learners and the large classes in the context at issue.

This study was relevant to my research because it showed the importance of including CLIL materials in the syllabus, which represents a different way to engage students in the learning process. Besides, how the CLIL framework: content, cognition, communication and culture, offers multiple options to innovate learning and teaching practices.

Setting

This research was carried out at Manuela Beltrán University. MBU is a private university located in the district of Chapinero, Bogotá, Colombia. This university has two branches, one located in the capital city of Bogotá and the other in Cajicá, a nearby village. It provides 16 undergraduate careers in engineering, law, nursing, audio-visual production, sports science, speech therapy, and occupational therapy. The students from the different programs take two English sessions per week, each one of two-hours long. The English program is structured in seven levels framed under the task based learning approach. MBU is a house of study and culture for all, committed to the society and its values, with a scientific and technological development and collective well-being offering international agreements on education that strives for human development and vocational training.

Rationale

The emergence of sociocultural guidelines in socialization, mediated by transforming boundaries in social relationships, implies the analysis of varied forms of pedagogy, which

involves the reflection of educational developments in higher education. Thus, local knowledge is a concept that has permeated many fields of study. In education, it promotes the creation of new material by giving great significance to local culture, costumes, and places that shape students' reality. According to Warburton and Martin (1999)

Local knowledge is a collection of facts and relates to the entire system of concepts, beliefs and perceptions that people hold about the world around them. This includes the way people observe and measure their surroundings, how they solve problems and validate new information. It includes the processes whereby knowledge is generated, stored, applied and transmitted to others. (p.10)

The contribution of this study lies in the intention to highlight the importance of local knowledge to establish a direct connection with the students day-to-day setting, the teaching and learning objectives, and the materials used in the classroom. This implied the analysis and the reflection of the printed materials used as a text guide at UMB and the creation of worksheets , contextualized within Bogota's landmarks taking our own culture as a base to teach and create specific materials for an EFL classroom. With this research, I expect to contribute to the English language teaching (ELT) field in terms of recognizing the local culture as a frame to develop contextualized materials by gathering elements such as the context, the class objectives and an approach that intends to offer a different strategy to teach English and how the role of a text developer explores an ability that could be practiced and polished in the classroom.

Taking the above into consideration, the national context could be a starting point; a different view of how the creation and implementation of materials might offer a new role for the teacher in the Colombian educational system that satisfies both the teacher and the students' necessities.

Moreover, this study contributes to the Research Line on Materials Development and Didactics theoretically in terms of its three guiding principles. First, considering the social impact that it produced not only in regards to the academic issues but also to the relevance given to the concept of local knowledge and its role in education. According to Canagarajah (2010b)

Local knowledge is not a product constituted by the beliefs and practices of the past. Local knowledge is a process-a process of negotiating dominant discourses and engaging in an ongoing construction of relevant knowledge in the context of our history and social practice. (p.251)

First, empowerment entails several aspects to consider. On the one hand, a teachers' role that has not been explored enough in terms of designing materials created by the professionals that best know their students' needs which generates a sense of pride followed by a responsible and reflexive process that not only brings academic benefits but also professional growth.

Second, professional development involves a pursuit of improvement in regards to teachers' perceptions, beliefs and performance. Moreover, it has a direct influence in the teachers' pedagogical practice. "Teachers are active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalized and context-sensitive networks of knowledge, thoughts and beliefs (Borg, 2003, p 81). Teachers develop an essential job in the construction of society, generating spaces of interaction that help form a critical citizen able to face adversities in life. Third, the contextualization of materials allow the teachers to recognize the local context as the setting that framed the pedagogical practices. This implies to develop a sense of belonging that facilitates students' engagement in the construction of a society based on justice, equity and inclusion. In light of this, Adams (2007) states

It is the effort to live in a country of peace and prosperity, with laws that are just, with people who are humane, and where citizens of all backgrounds encounter equal opportunities when they set out to realize their potential and contribute to their communities (p. 149).

The construction of society implies the commitment of all the educational system: education and society cannot be seen in isolation. Our duties as mentors represent the opportunities to portray the voice of the ones that cannot be heard.

In regards to the methodological contribution of this study to the research line, the framework, I came up with considered five stages: needs assessment, the selection of goals and objectives as well as the selection of the methodology and finally the piloting and adjustments. This framework considers the particularities of UMB teaching context that includes CLIL as the methodological approach, which is related to the issue of culture that responds to the sociocultural needs. In this consideration, Meyer et al (2015) affirms that “culture encompasses making transparent societal values and cultures embedded in home and other contexts. Culture is the filter through which individuals interpret their world. CLIL requires learners to develop intercultural understanding of the world” (p.4).

To sum up, the CLIL approach represented in this study the bridge that helped to connect the contents inside the classroom and the way the students used the contextualized materials with the outside world giving them tools to face some of the challenges faced by society today.

Chapter II

Literature Review

Considering the research question that gave origin to this study, it was necessary to revise the literature to find related theoretical foundations that support it. Thus, I address Materials Development, which includes the construct of contextualized materials, reading skills and Content Language Integrated Learning (CLIL).

Materials Development

This part aims to explain how the creation and implementation of contextualized materials may enhance the reading skill through reading worksheets in an EFL setting. According to Nuñez, Tellez and Castellanos (2013), Materials Development (MD henceforth) is defined as a field of study which "demands an informed methodology that allows validating the efficiency, appropriateness and relevance of materials within the context of learning a language" (p. 10). This process involves the creation, adaptation, and evaluation of materials by the professional or non-professional participants that share a common context to offer tools that facilitate the language learning process. One of the most recognized scholars, Tomlinson (1998), assures that MD "is anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake" (p. 2).

The phrase "to provide sources of language input" suggests that the artefacts I want to create should be meaningful for my students to engage them in the learning process. This implies the importance of including issues from students' local context to frame the intended materials. In the same line of thought, Richards (2002), defined materials development as "instructional materials that generally serves as the basis of much of the language input that learners receive and the language practice that occurs in the classroom" (p. 65-66). Bogotá offers a vast variety of

places where the class contents can be settled. Taking advantages of the spaces where students interact every day, could be an appropriate insight to think about the creation of contextualized materials.

Conceptualization of materials. Those spaces where the students interact are places that offer the text developer the opportunity to create materials that gather cultural elements in a constant relationship between the language and the participants' culture. Rico (2012) agreed on the fact that "Language materials, coursebooks, are a source of exposure for learners to language and culture. In multicultural contexts, they become helpful tools that promote encounters between people of diverse cultural backgrounds". (p.130). Núñez et al (2013) agree on the fact that "Materials are socio-cultural resources that facilitate not only linguistic interaction but also cultural exchanges between the various human groups. Moreover, they are forms of social mediation that allow flow of knowledge" (p. 10). On the other hand, traditional instructional materials could have little relevance for learners in some cases. As a teacher, I have observed that numerous students do not feel motivated to work with the established materials. They show low interest in working with the default materials that most of the times deal with an unknown context for the students.

Authenticity of the materials. Regarding this aspect, Tomlinson (2003), asserts that "authentic text is a prerequisite for the development of communicative and strategic competence" (p. 6). To this respect, Tatsuki (2006) argues, "authenticity is taken as being synonymous with genuineness, realness, truthfulness, validity, reliability... of materials." Taking into consideration the previous features to develop materials and specially for reading skill in which this research is focused, it is relevant to share Harmer's (1994) view. He states that "authentic material has positive effects on learners, in that it: (1) helps learners to produce better language (2) helps

learners to acquire the language faster (3) makes learners more confident to deal with real life situations. All the aspects mentioned above have a close relation with the students and their needs. At this point, it is worth analyzing the demands faced by materials developers. This challenge of being materials developers demands several qualities to create successful materials. This involves the ability to recognize the student's individualities to foster the learning process. The teacher should be immersed in a constantly updated process by establishing a familiar environment that facilitates the student's engagement in the learning process.

Types of materials. In the following section, the reader will find the definition and description of contextualized materials as a type of materials developed in this study and which was a construct of this research.

Contextualized Materials

This concept implies the mediation between the international standards and the local demanding policies that are applied in our context, taking advantage of the home ground that in this research is focused on developing materials based on Bogotá's landmarks. A relevant aspect in contextualization is the opportunity to make a closer relationship among the class objectives, the learners and the teaching process to avoid teaching them in an isolated manner, generating an environment where the teacher involves strategies to reach specific goals. Mazzeo et al (2003) define contextualization as:

A diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student (pp. 3-4).

In the same line of thought, Montijano (2014), asserts

Communication is by nature a social event that does not take place in a vacuum. If learners are to learn how to make themselves understood and how to understand others, it is vital that the language exchange in which they take part resembles the way it happens in reality and becomes meaningful for them (p.275).

This meaningful concept can be understood, as the benefits that contextualized materials provide not only regarding the student but also, regarding the teachers' personal and professional development. I firmly agree with Nuñez and Tellez (2015), when they affirm that "Addressing students' needs in contextualised materials raises teachers' awareness of their personal and professional growth" (p. 62). On the other hand, talking about the academic impact of creating contextualized materials upon the proposed objectives that embraces the learning goals of the institutional policies, these will benefit the academic community. To this respect, Graves (1997) stated that "two of the most important factors that teacher must consider when teaching with contextualized materials are effectiveness in achieving the purposes of the course and their appropriateness to the students and teacher" (p. 26). In light of this, it is worth mentioning that these materials represent the gathering point where students' needs and teachers' goals meet.

The six-contextualized worksheets that I created are framed within some of Bogotá's landmarks to highlight the importance of the setting and its connection with the class objectives, the approach, and the learning strategies. Researchers such as Taylor and Mulhall (1997) agree on the fact that "contextualization of learning occurs when the content of the curriculum, and the methods and materials associated with it, are related directly to the experience and environment of the learners" (p. 5). Taking into consideration the above mentioned, the materials developer should embrace three special aspects when deciding to immerse in the creation of innovative, appealing, and meaningful materials. This means to be reflective to evaluate both, the materials

applied in the class and the students' reaction when using it. To be resourceful is one characteristic that must be part of a teacher and it becomes a daily tool to face classroom challenges. Finally, receptive teachers can see other perspectives that may enhance personal and professional performance.

Based on the work developed by Núñez and Tellez's (2009)

the reflective, resourceful, receptive teachers are inspired to do most of these things: devoting time to teach, facilitating and guiding their students' learning process; implementing changes or innovations in their teaching practice; seeing students as holistic, unique individuals; minimizing differences and maximizing similarities among students; matching students' language learning needs, concerns and motivation; complying with institutional targets and students' affective needs in their teaching methodology; creating a language learning atmosphere that keeps students' attention and imagination going; envisioning and coping with the syllabus models; and dealing with the types of learning/teaching activities, the role of the learners as well as that of the instructional materials (p. 174)

The three features mentioned above are portrayed in the pedagogical intervention I carried out since the contextualization of materials highlights the individuals' characteristics and the different ways of learning.

MD has restated the role of the teacher in the classroom providing him/her with the elements to tackle students' needs and teachers' goals. Similarly, Núñez and Téllez (2015), mention, "the core concern of teachers as materials developers is to fulfil the learners' needs and interests and the latter capitalizes on teachers' awareness of how their reflective practice works and its incidence in their personal and professional development" (p.56). This implies that the

MD process offers the teacher personal and professional growth that has direct impact on his/her pedagogical performance and which contributes in a dual way not only to the teaching-learning process, but also to the role of the teacher who is capable of creating the necessary materials to fulfill the student's needs.

Contextual teaching and learning. The learning philosophy of the University where this study was carried out emphasizes on the students' interests and experiences. It provides the means for reaching learning goals that require higher order thinking skills. Furthermore, it involves making learning meaningful to students by connecting to the real world. It uses students' diverse skills, interests, experiences, and cultures and integrates these into what and how students learn and how they are assessed. In other words, contextual teaching situates learning and learning activities in real-life and contexts to which students can relate, incorporating not only content, the "what," of learning, but the reasons why that learning is important. More precisely Johnson (2002) argues that "it is a brain-compatible system of instruction that generates meaning by linking academic content with the context of student's daily life" (p.16.) In the same line of thought, Sears (2001) states that "contextual teaching motivates learners to take charge of their own learning and to make connections between knowledge and its applications to the various contexts of their lives as family members, as citizens, and as workers" (p.130). This contextual teaching tends to develop several strategies through the implementation of the contextualized worksheets to take the concepts learnt in the classroom to a real space in the city where they live.

Due to its roots, contextualized learning is based on constructing meaning through the socialization and interaction inside a particular environment. The student's outcome has a direct relation between their life experiences and context. The situated cognition takes the context in

two ways: physical and social. All outcome produced is considered as an integral part of learning. This describes the joining process when the learner's knowledge is landed on a real situation; "Theories of situated cognition, which focus explicitly on this relationship, assume that knowledge is inseparable from the contexts and activities within which it develops" (Borko and Putnam 1998, p. 38). From my day-to-day practice, I have noticed that the teaching-learning process is isolated from the context, the objectives, input and output. The word curriculum refers to the means and materials with which the students interact. Following this idea, it is necessary to create new materials that wrap both students and teachers' needs.

To introduce the second construct, reading skill, first, I frame it within literacy with a special emphasis on the social practice and second, I describe the framework of the inference micro-skill and what it embraces.

Literacy

Language and culture are connected; they are socially constructed inside a determined context, this means that each culture and its language create a way to understand the world. That is why the interpretation of a reading from two different readers' cultural background varies. These variations include the readers' expectations and how they build their own meaning. Mikulecky (2008) states that "Literacy is a set of attitudes and beliefs about the ways of using spoken and written language that are acquired in the course of a person's socialization into a specific cultural context" (p.2). Nowadays, the global standards demand individuals to immerse in a second language either from a learning process such as the school or the college. Reading in English has become a mandatory skill to interact with the world. It has been normal that most of the resources used in education are related to the English language. This has made a worldwide

vision and communication that find in the reading process a point of encounter for different people.

Nowadays, tertiary education in the local context is focusing on providing students with certain abilities when learning a foreign language that help them cope with the demands of a globalized world. At MBU, this implies the implementation of bilingual core subjects that reinforce the reading skill in the different English levels. Researchers such as Grabe and Stoller (2011) agree on the fact that within this larger context, reading in L2 settings continue to take on increasing importance. Most of societies and countries around the world are multilingual and citizens are expected to function well in more than one language. The L2 reading ability, particularly in English, is already in great demand as English continues to spread, not only as a global language but also as the language of science, technology and advanced research. Many people in multilingual settings need to read in an L2 (and not only English as the L2) at reasonably high levels of proficiency to achieve personal, occupational and professional goals.

Reading

Reading is a fundamental ability that allows people to develop a role in society. This involves some human dimensions that demand constant evolution. According to Holden (1996), “reading is an important gateway to personal development and to social, economic and civic life” (p.5). This researcher mentions four fundamental aspects that a person can reach through this skill that as teacher, I want my students to achieve. Through reading, they can build a cultural background that makes them different from others.

I consider that reading allows individuals to nourish their personal background, which is related to the interaction with a specific context. I also share Lyon’s view (1999) when he affirms that “reading allows us to learn about other people, about history and social studies, language

arts, science, mathematics, and the other content subjects that must be mastered in school” (p.3).

This author focuses on the reading process and some subjects that are related to the school’s curricula.

As researcher, I can connect this idea with this study since I want to highlight the importance of reading in university subjects to allow students to expand their knowledge, in an EFL classroom. As noted by the Department of Culture, Media and Sport (2003), “people cannot be active or informed citizens unless they can read. Reading is a prerequisite for almost all cultural and social activities” (p.3). The quote mentions a key word:” citizens”. In this regard, some of my students ignore the history and the landmarks of the city where they live.

Reading skills. Although reading skills embrace many cognitive activities, this research mainly focuses on the inference skill and the students’ production in regard to it. Grabe (1991) affirmed, “Reading is probably the most important skill for second language learners in academic context” (p. 375). Moreover, the participants in this study belonged to an EFL setting, which means that they had to deal with reading problems that could hinder their process at the moment of reading a text. To overcome those difficulties when reading, it is necessary to adopt strategies that facilitate the reading process and enhance reading comprehension. Researchers such as Hosenfeld (1978), Davies and Bistodeau, (1993) agreed on the fact that the use of reading strategies benefits the learners to solve their reading problems and improve their comprehension.

Those reading strategies can be applied in several ways, depending on the students’ goal. Some of them establish the level of difficulty, starting from strategies involving the learning of words and sentences up to the comprehension of a text as a whole unit. According to Freebody and Luke (1990), based on the mode of reading skill, a text user develops four types of roles: (a) as code breakers by using their knowledge of the relationship between the spoken sounds and the

graphic code and symbols used to represent those sounds; (b) as meaning makers by using their knowledge of the meaning patterns operating in written and spoken texts; (c) as text users by using their knowledge of the functions of various kinds of literacy; and (d) as text analysts by using knowledge of the ways texts represent different points of view.

Inference. This process is crucial when we decide to immerse in reading comprehension activities, taking into consideration that in some cases all the information presented in a text is not explicit at all. As a consequence, students should find the way to tackle those pieces of information by using their background knowledge to interpret the text. More precisely, in Serafini (2004) words, “Inferring refers to reading between the lines. Students need to use their own knowledge along with information from the text to draw their own conclusions” (p. 10). In the same line of thought, Beers (2003) defines inference as “the ability to connect what is in the text with what is in the mind to create an educated guess” (pp. 61-62). As stated above, the inference process implies a connection between the students’ prior knowledge, the text and the outcome that represents the final interpretation of a task, and the comprehension of the text.

The inference skill implies a strategic plan to develop it gradually. Moreover, inference is one of the reading skills with less training during the normal courses. To improve the inferential component when reading, teachers have to work on it systematically in levels of high difficulty. Considering that, Erliana (2011) presents three steps for conducting an inference skill process in the classroom. The first step is the pre-reading phase, in which learners are asked to brainstorm and use their own experience to infer what the text will be about. The second step is the guided-silent reading. Learners read the text themselves and stop at some points to see whether their inferences are true or not. The last step is the post-reading where learners work together to discuss the previous inferences, revise them, and verify them.

In light of this, it is important to mention that different types of inferences have been identified. Since I have decided to follow Kispal's (2008) model (See figure 1), below I describe the types of inferences (local, global, on-line, and off-line) that I will work on in my study.

Figure 1. Types of inference based on Kispal's model

Name	Example	Explanation
Coherence or intersentence or text-connecting	<i>Peter begged his mother to let him go to the party.</i>	Maintains textual integrity. The reader would have to realise that the pronouns 'his' and 'him' refer to Peter to fully understand this sentence.
Elaborative or gap-filling or knowledge-based	<i>Katy dropped the vase. She ran for the dustpan and brush to sweep up the pieces.</i>	Enriches the mental representation of the text. Drawing upon life experience and general knowledge, the reader would have to realise that the vase broke to supply the connection between these sentences.
Local Includes: 1. coherence inferences 2. case structure role assignments 3. antecedent causal inferences	As above <i>Dan stood his bike against the tree.</i> <i>He rushed off, leaving his bike unchained.</i>	Creates a coherent representation at the local level of sentences and paragraphs. As above The reader would realise that the tree is assigned to a location role. The reader would infer that Dan was in a hurry and left his bicycle vulnerable to theft.
Global	Inferences about the <i>theme, main point or moral</i> of a text.	To create a coherent representation of the whole text, the reader would infer overarching ideas by drawing on local pieces of information.
On-line	<i>Superordinate goals of characters or causal antecedents</i> that explain why something is mentioned in the text.	These inferences are necessary to understanding and are drawn automatically during reading.
Off-line	Forecasting future episodes in a text.	Inferences drawn strategically after reading, usually during a later retrieval task. Not essential to understanding.

Local inference. This type of inference is characterized by the analysis of sentences and paragraphs. This level of inference appears as the first level that a reader can apply in the process of developing the reading skill. Nassaji (2004) concluded that readers with less vocabulary knowledge preferred local strategies more than students with greater vocabulary knowledge. In the same line of thought, Huckling and Bloch (1993) noticed that readers firstly focus on local

inference; but, if they cannot infer the meaning of unknown words by using local inference, they will advance to the following level.

Global inference. At this stage, readers create a comprehensible representation covering the whole text. It is necessary for the readers to infer global ideas about the topic. The reading of the main topic of the text can be drawn by using local pieces of information. This type of inference demands a deeper understanding of the text due to the analysis of it as a unit. In that way, students enhance their reading comprehension process after using local and global strategies. Moreover, Read (2000) asserts that due to their deeper involvement of context, global strategies are also related to successful reading comprehension.

On-line and off-line inference. This type of inference is drawn automatically during the reading skill and refers to the inference process created by readers when they try to fill gaps of information in the text. According to Graesser et al (1995), the online inference includes: (a) superordinate goals that help to elaborate a global coherence and (b) thematic inference. On the other hand, the off-line inference represents the inferences drawn strategically after reading. This off-line inference includes: (a) pragmatics, (b) instrumental, and (c) predictive inference. By gathering all the elements provided, readers can enhance their reading comprehension, as the inference process contributes to enrich the reading process with complementary information about the specific and general ideas of the text.

Considering the above, Materials Development is the umbrella term that embraces the concept of contextualized materials; thus, inference as a micro skill was applied through the contextualized materials using some of the Bogotá's landmarks. Additionally, it was necessary to rely on the CLIL approach to establish a bridge between the contents, materials and the students'

outcomes since its pillars are cognition, content, culture and context. Below, the reader will find the description of the third construct of this study.

Content Language Integrated Learning (CLIL)

This approach as materials developer best suits my objectives. Marsh, Marsland & Stenberg (2001) affirm, “CLIL is about using languages to learn... It is about installing a ‘hunger to learn’ in the student. It gives opportunity for him/her to think about and develop how s/he communicates in general, even in the first language”. In this regard, Coyle, Hood, and Marsh (2010) state that

CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time (p.1).

Hence, CLIL allowed me to combine the context where my students live with the language content in a dual process where the teaching and learning goals merged.

In the same line of thought, The Language Network for Quality Assurance [LanQua] (2010) affirms that CLIL is an “umbrella term for all those approaches in which some form of specific and academic language support is offered to students to facilitate their learning of the content through that language” (p.1). In addition, Hargreaves (2007) asserts that:

Learning is particularly valuable if it includes learners making their own meanings in a particular area of knowledge, constructing knowledge of participating and communicating socially and reflecting critically on their learning in diverse contexts, as well as retaining, using and applying information appropriately. (p. 197)

This implies that CLIL points to the importance of cognitive engagement to learn effectively and in that way facilitate the construction of knowledge.

CLIL inside the classroom. As already mentioned, CLIL provides the framework to connect several important aspects needed for the contextualization of materials. In this sense, the 4Cs play a fundamental role for achieving so. *Contents* related to the development of the institutional plans and its relationship with *communication*. Those communicative objectives are linked to the notion of *cognition* and they are framed under a *culture* awareness towards the local knowledge. In this regard, Dalton-Puffer (2007) states “CLIL classrooms are not typical language classrooms in the sense that language is neither the designated subject nor the content of the interaction, but the medium through which other content is transported” (p. 3).

The above implies a redefinition of the EFL learning environment due to the advantages provided by CLIL, whereas the main purpose of the EFL classroom is to learn English, CLIL classrooms focus on learning content through English. Researchers such as Dalton-Puffer (2007), remark that CLIL (a) creates conditions for naturalistic language learning; (b) provides a purpose for language use in the classroom; (c) has a positive effect on language learning by putting the emphasis on meaning rather than form; and (d) drastically increases the amount of exposure to the target language.

To sum up, in this way, CLIL represented the bridge to connect three important aspects in my study: the content of the program, contextualized materials, and the reading skill. This gathering of elements offered my students a participatory environment where they could take an active role inside the classroom and where they felt more confident to interact in a meaningful manner with the materials designed.

Chapter III

Methodological Design

This chapter deals with the research design and the instructional design. The first one explains the research approach and study that guides this investigation. It also describes the context where the study was carried out, the participants with their corresponding roles, and the sampling technique employed to select the participants of this research. The second one explains the pedagogical intervention, the instructional objectives, the intervention as innovation, and the instructional objectives that led this research. Moreover, it refers to the theory of the nature of language and language learning, the methodological approach underlying the pedagogical intervention, the connection of the pedagogical intervention with the research question, the instructional phases, and the sample of a worksheet.

Research Design

This component aims to explain the research approach that supports this study. It also includes the type of study, the participants, and the data gathering instruments used in this research.

Approach. This study is framed under the qualitative approach because qualitative research implies an effort to comprehend particular situations in a specific setting and the reciprocal actions within it (Patton, 1985). Besides, “qualitative researchers seek to understand the context or setting of the participants through visiting this context and gathering information personally. They also make an interpretation of what they find, an interpretation shaped by the researchers’ own experiences and backgrounds” (Creswell, 2008, p. 10). Based on the previous authors’ definitions, I decided to follow a qualitative approach to support this study, because I

pretended to comprehend a particular issue at UMB. The qualitative research allowed me to collect, analyze, and interpret the information gathered during the process.

Gathering data in qualitative research refers to a systematic search for meaning to discover patterns, identify themes, discover relationships, and make interpretations (Hatch, 2002). This data is linked to the motivation to select a subject, the developing of a project, and the analysis of them (Berg, 2007). These definitions are relevant to my study because they offered the theoretical support to select the suitable instruments that I applied to be immersed in the context where my pedagogical intervention took place. Moreover, my role as a teacher researcher and his direct involvement in the analysis of the particular situations.

Type of study. This study is classified as an Action Research (hereafter AR) since it allows the teacher to investigate a phenomenon that occurs in his own context (Burns, 2015). In the same line of thought, Watts (1985) draws attention to the active participation that teachers and principals have in solving the class problems that they identify in their own contexts. On the other hand, Corey (1953) points out the importance of AR in the teachers' reflection process in their daily practice to change or improve it. AR implies the teacher's engagement in a spiral process that contains steps such as planning, acting, observing, and reflecting. Those phases empowered me as teacher researcher to take control of my investigation and to establish objectives, not only for my professional growth but to improve the language learning process inside the classroom. As Berg (1965) affirms,

Action research emphasizes the involvement of teachers in problems in their own classrooms and has as its primary goal the in-service training and development of the teacher rather than the acquisition of general knowledge in the field of education, bringing a greater focus on the teacher than before (p. 313).

Taking into consideration the above and as AR has several phases, I decided to follow Kemmis and McTaggart (1988) cycle because, first, I had to identify the issue that I wanted to work on based on my experience as a teacher at MBU since I noticed that the inference skill is not worked at all in our English program. Thus, I had to design a plan of action to decide which instruments were the appropriate to collect some evidences or data to move into the observation phase where I analyzed and classified the information gathered to start and report preliminary information. Finally, the reflection stage allowed for the re-evaluation of the previous plan to make the necessary adjustments in each of the phases previously mentioned.

Figure 2.

Figure 2. Kemmins and MacTaggart cycle from Burns Perspective and adapted by me



Participants. The participants of this study were the students and myself as a teacher researcher and text developer.

Students. The students that participated in this study were 20 young adults whose ages ranged from 18 and 25 years. The students attended Manuela Beltran University and they were enrolled in professional careers such as Speech Therapy and Cardio-respiratory (CPR) Therapy. They had two English classes per week, each two- hour long. The students were selected through

convenience sampling. According to Gall, Borg, & Gall (1996), participants are chosen because they are easily accessible and adjust to the purpose of the research. Similarly, Creswell (2008) defines this technique as a qualitative process where the researcher selects the participants since they are willing and available to be studied. From my pedagogical experience in this institution, I noticed that the materials used in the classes provided contexts that sometimes had low impact on students, which derived in lack of interest. I applied contextualized materials where both the contents and the participants were available due to the institutional plan and the organization of the subject, taking into consideration the available spaces to apply the materials.

Teacher- researcher and text developer. As a teacher researcher, I intended to improve my teaching practices by solving practical problems. Copper (1990) describes that process as the expansion of the teacher's role. Moreover, Mohr (2004) stresses the fact that the research done by teachers leads to professional development and demonstrates the teacher's ability to create knowledge and to put it into action. That knowledge qualifies the teacher and usually transforms schools. In the same line of thought, Núñez et al. (2009) assert that:

Teacher innovations in MD foster changes in their roles as they gradually become less passive users of knowledge and more active agents involved in its design.

Teachers begin to make decisions that are based on their students' needs and their understanding of how teaching and learning should be addressed rather than simply meeting the requirements of a course of syllabus (pp. 24 – 25).

The innovations previously mentioned are connected to professional growth and to the role of the teacher as a text developer, which is a field that has not been explored in depth by teachers yet.

Most of the materials used at the institution I work for come from recognized publishing houses, which, in former experiences, did not fulfill my objectives and sometimes were not attractive for my students. To counterbalance what Hershkowitz et al. (2002) state: “The voice of the vast majority of teachers remains unheard and most teachers rarely influence textbook development” (p. 31). This study may become the opportunity to deepen not only in the role of materials developer but also, in the role of teacher researcher, to create my own materials and to transmit this message to the teachers in my community.

Data gathering instruments. I used three instruments to gather the information for this study; these were students’ artifacts, a survey, and field notes. All the instruments already mentioned were piloted with students from the major of Films and TV. They belong to a different undergraduate program but the students are in the same English level. The piloting process was carried out to analyze if some of the instruments needed any adjustment before applying them.

Students Artifacts. According to Silverman (2001), when the researcher analyzes students’ artifacts, the researcher may focus on how and for whom those artifacts are created, what is included and not included in the document, and how it is used. According to Merriam (1998), students’ artifacts are ready-made sources of easy access to the researcher. In my case, the type of information expected are all the outcomes, suggestions and perceptions given by the participants during the implementation of the six worksheets I designed.

Survey. According to Groves et al. (2004), “The survey is a systematic method for gathering information from (a sample of) entities for the purpose of constructing quantitative descriptors” (p. 4). The survey was the starting point of this research because through it, I could analyze student’s perceptions, thoughts, and feelings about the materials I wanted to create. Besides, according to Tague (2005), “Conducting a survey creates expectations for a change in

those asked to answer it” (p. 487). The surveys I conducted were used to support the statement of the problem in terms of identifying if Bogota’s landmarks would be appropriate to design contextualized materials to teach the content of the course. These were conducted with teachers and students. On the other hand, I conducted a survey with the intention of gathering information about students’ interests and favorite activities to create worksheet number six. Besides, in the final stage of the study, I administered an exit survey to gather information about students’ opinion regarding the reading comprehension process.

Field Notes. In terms of this instrument, Burns (1999) asserts that,

Field notes are descriptions and accounts of events in the research context that are written in a relative factual and objective style. They include reports of non-verbal information, physical setting, group structures and records of conversations and interactions between participants. (p. 87)

Those observations are important because they involve the registration of the experiences in the classroom; in this regard, Schatzman and Strauss (1973) affirm that, “Observational notes are statements bearing upon events experienced principally through watching and listening” (p. 100). In the same line of argument, Miles and Huberman (1994) affirm that: the purpose of reflection regardless of the format is to cause the researcher to ponder and focus on issues, themes, main concepts, and questions observed during the contact. The use of the reflective format allows the researchers to plan and guide subsequent contacts with the research participants.

In my study, the observation process (See appendix C) allowed me to reflect upon the impact that the designed worksheets had on my students and their language learning, considering several factors such as students’ responses towards reading about some Bogota’s stories and

places, the gradual development of students' inference skill used in the pedagogical implementation and the type of activities that they liked the most. The above allowed me to plan, act, observe and reflect.

Instructional Design

The instructional design refers to aspects of the study such as the pedagogical intervention, the instructional objectives, and the intervention as innovation. Besides, the theory of the nature of language and language learning, the methodological approach underlying the pedagogical intervention, and the connection of the pedagogical intervention are all addressed as well as the research question, the instructional phases, and the worksheet sample.

Pedagogical intervention. The pedagogical intervention consisted of creating and implementing a set of six reading worksheets focused on CLIL, to enhance reading skills among university students in an EFL classroom. That helped students to develop and apply the inference process when reading. Those worksheets were designed based on some Bogotá's landmarks. According to Harmer (2012), students engage in learning topics that are often related to themselves and their lives, making the teaching-learning process enjoyable. Besides, the contextualized materials allowed me to reflect upon the type of materials which best fits both the students' and the teacher's needs. In this regard, Horward (2004) asserts that it is important to identify and teach towards the student's needs and this is mainly achieved through teacher-designed materials. Therefore, individual needs were taken into consideration at the moment of creating the materials.

I took into account the six Second Language Acquisition principles (SLA, hereafter) established by Tomlinson (1998, 2009; 2011). Those principles involved, novelty, self-

confidence, self-investment, opportunities for communicate purposes, students' different learning styles, and the input's quality.

First, it is worth mentioning that the worksheets that I designed included characteristics such as novelty, variety and appealing content. This implies a gathering of elements that includes the type of audience that in my case refers to young adults. Second, developing a stress-free environment where the students feel motivated to work together highlighting the importance that social interaction has on student's outcomes.

Third, from my pedagogical experience I have noticed that motivation is an important element in every classroom. Referring specially to an EFL setting, self-investment plays an essential role in student's learning process. According to Bilash (2009), "the more a student is invested in any task, the more the activity is going to be engaged to the student's process" (p. 12). This implies the creation of activities that catch students' attention and in this way become interesting for them.

Fourth, those learning goals that involve communicative acts should be fostered through the development of spaces during the class with a specific purpose where, the participants put into action the concepts learnt in the class. Fifth, guiding students to participate in class is an activity that teachers prepare by defining the type of input that is appropriate for the class and for the students. This input represents the activation of inner processes that help language acquisition. The input process can be centered on oral or reading activities and on the objectives, I want to achieve in the reading worksheets. In this sense, I should be very assertive in what Krashen (1985), defines as "i + 1", which entails to take my students a little further in their current language competence.

Finally, different learning styles are presented in our classroom every day; each student is a different world that I should be able to decode. This implies reflecting about the type of input that would be suitable to generate an impact on the students that allows the engagement of every single student in class.

By combining the elements previously mentioned, I offered my students a great variety of activities that helped them to improve their reading skill.

Moreover, the six contextualized worksheets were framed within the CLIL approach. This implied to organize them according to the following structure: a warming up section then, the procedure section that takes the vocabulary from the warming up and contextualizes it. After this, a follow up section where the students evidenced their improvement of their gradual inference level. On the other hand, the reading sections were organized following these steps: (a) activation of background knowledge; (b) contextualization of vocabulary; (c) reading in context: inference first level, and (d) global inference activities. Finally, at the end of the worksheets, the students completed a self- assessment section.

Instructional objectives. This section of the project presents the objectives I wanted my students to achieve. The objectives are divided into one general and three specific ones.

General. The general objective that led the pedagogical intervention was to develop and implement a set of six contextualized reading worksheets, based on CLIL, to enhance reading skills among university students in an EFL classroom.

Specific. To achieve the above, the specific objectives were: (a) To create a suitable learning environment to enhance students reading skill through the implementation of contextualized materials; (b) To identify which landmarks are appropriate for designing

contextualized materials; (c) To make students aware of the advantages of CLIL to develop their reading skills.

Intervention as innovation. Creating and implementing contextualized reading worksheets was an innovative pedagogical strategy at Manuela Beltran University. As a matter of fact, using some of Bogotá's landmarks to frame the contents of the course was a new way to engage students not only in the EFL classroom but also in their lives. In light of this, Nuñez et al. (2012) points out that

Innovation can be seen as the creation of materials that fulfil students' needs. It involves a sequence of opportunities for decision making over a specific period of time in an academic environment. It implies becoming an active agent of change in language teaching. Finally, it holds students' needs and expectation as key elements in effective language learning (p.18).

In this regard, my intervention intended to become part of the institutional reading skills plan that can benefit not only the participants of this study but also all the students and teachers of the Pre-intermediate level of the English program at MBU.

Some international publishing houses have developed materials focused on international context, which is normal. However, in this study, the teachers' role is decisive inside the classroom bringing innovation to the academic community. In the same line of thought, Nicholls (1983) defines innovation as object or practice perceived as new by an individual or individuals, which seeks to introduce improvements in relation to the desired goals. Hence, those improvements should be in every teacher's mind and, thinking further, they could be a way to motivate other colleagues to reflect upon the classroom issues to establish a constant reflection process. Besides, every class is different and that allows teachers to adjust to improve. In fact,

those adjustments are part of the MD cycle, as mentioned above, and they demand time to analyze the adjustments looking for the necessary improvements. More precisely, in Mann and Edge's words (2003), "Innovation demands concentration on process; it demands that we pay as much attention to how we teach or train as to which topics get covered along the way, or the tools that we employ" (p. 9). That innovation creates teachers' awareness that can be interpreted as the more we prepare the better results we are we going to obtain after the whole process, giving a special recognition to those who are engaged in the process.

Theory of the nature of language and language learning. The theory of the nature of the language underlying this pedagogical intervention is the "functional perspective" (Hymes, 1972). In this perspective, Hymes placed the language within the social context and as a means for many members of a community to express their ideas, perceptions, and values. Moreover, the real context is evidenced in Bogotá's landmarks, where the students live different experiences and they were able to express their thoughts about the issues presented in the materials. On the other hand, the theory of the language that frames this pedagogical intervention is the "analytical view" since inference was developed in sequential stages that allowed students to gradually develop it. Tudor (2001) points out that learners can apply their ability to analyze information and to ponder about their alternatives of their language study and other aspects of life. This implies the recognition of the local as a possible scenario to frame the contextualization of materials where both teachers and students will benefit from the meaningful context where they interact everyday.

Methodological approach underlying the pedagogical intervention. This pedagogical intervention is framed under the pillars of CLIL "the four Cs" which are *cognition*, *content*, *communication* and *context*. As mentioned in the third construct of this research, CLIL could be

defined as a pedagogical approach in which topics or subjects are used to learn or teach a second language. In this case, this was achieved through the development of six contextualized worksheets having as main objective to enhance the students' reading comprehension skills. With regard to this, Coonan (2003) asserts, "CLIL models are by no means uniform. They are elaborated at a local level to respond to local conditions and desires. (p. 27). I also share Coyle, Holmes and King (2009) perceptions about CLIL's characteristics, "CLIL practice indicates that it involves learning environments which have the potential for multi-variant teaching and learning objectives, and experiences. (p.14). By gathering all the elements mentioned above, I intended to benefit the participants of this research in the following aspects: (a) provide opportunities to study content through different perspectives, (b) diversify methods and forms of classroom practice, (c) increase learners' motivation and confidence in both the language and the subject being taught and (d) build cultural knowledge and understanding.

Connection of the pedagogical intervention with the research question. The pedagogical intervention that I developed in the classroom integrated two important concepts: contextualized materials and inference as one of the reading skills. These elements became essential in the materials development process where, as materials designer, I intended to fulfill both students' and teachers' needs and goals. More precisely in Richards' words:

Effective instructional materials in language teaching are shaped by consideration of a number of factors, including teacher, learner, and contextual variables. Teacher factors include the teacher's language proficiency, training and experience, cultural background, and preferred teaching style. Learner factors include learners' learning style preferences, their language learning needs, interests, and motivations. (2005, p. 1)

I believe that contextualized materials can enhance the reading process in an EFL classroom, by establishing measurable objectives with clear instructional materials to foster reading activities in the classroom and can contribute to implement a long-term project related to learning strategies at UMB.

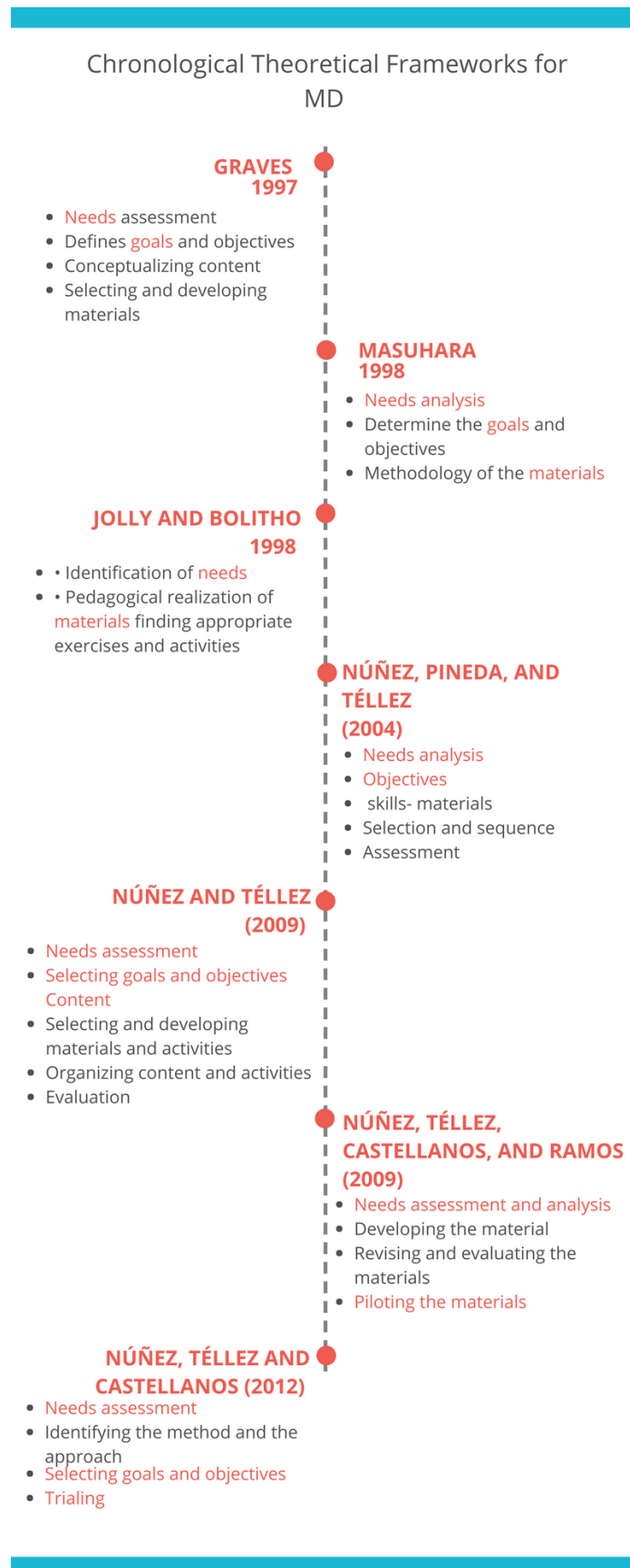
Instructional phases. I developed the present study taking into account the following:

Proposed materials development framework. Firstly, I identified some key aspects found in the table done by Munevar (2017) which was based on the frameworks proposed by Graves (1997); Masuhara, (1998); Jolly and Bolitho (1998); Núñez et al. (2004); Nuñez and Téllez (2009);Núñez et al (2009); and Núñez et al (2012). The similarities that are highlighted in red in the table that I adapted (Table N.2) were essential for designing my personal framework. These aspects included needs and needs assessment; the selection of goals and objectives as well as the selection of the methodology and finally the piloting and adjustments. Based on the above, I came up with my framework that gives account of the specificities of my teaching context, which are related to the Mission and Vision of the University I work for. These are centered on the formation of good, innovative and productive citizens who can become leaders in their community and who can be outstanding professionals in their field of study.

Thus, in the first phase, I had to identify the students and teachers' needs to learn more about the particularity of my community. In this regard, Núñez et al (2012) state that "Carrying out the needs assessment as the core for developing materials" (p. 19) is of fundamental importance for designing materials. In the second phase, I established the objectives and the goals taking into account the institutional plans and the learning objectives. In this regard, Graves (1997) affirms that goals are the global longstanding purposes of a course. The third phase entailed the designing of the material and for this case I followed Jolly and Bolitho (1998), who

propose a continuous and “self-regulating” process when creating or adapting materials. These scholars highlight a relevant stage for my study which entails the contextualization of materials. The fourth phase implied trying out the materials. This allowed me to pilot them with a group of students that were not participants in my study. Finally, in the fifth and last phase, I made adjustments based on the feedback received.

Table N.2 Taken from Munévar 2017 and adapted by me



Besides, I came up with the following phases. Their corresponding names were created taking into account the features of the contextualized materials I designed and the needs of my institutions and participants. I describe the phases to implement my materials as follows:

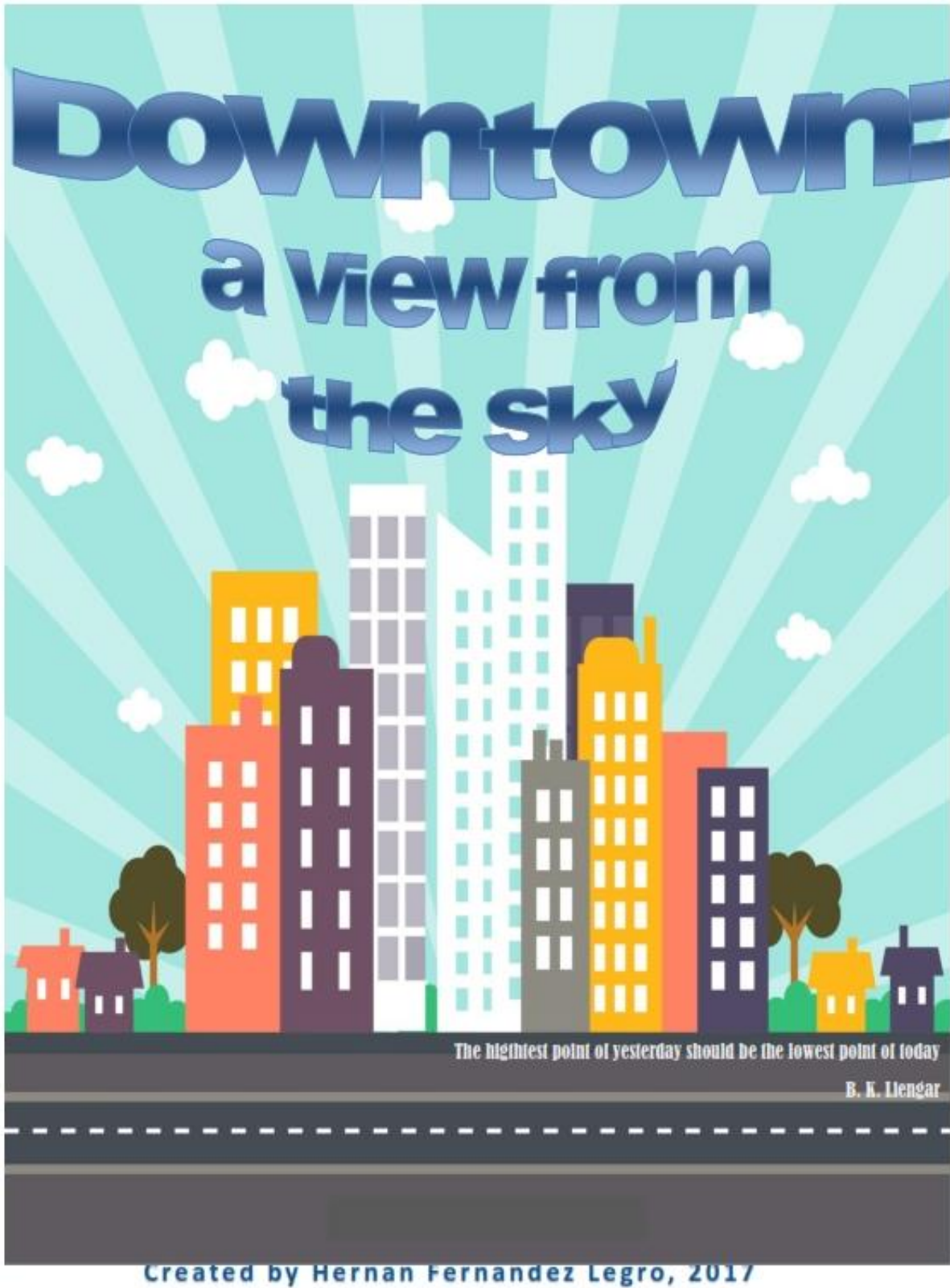
Getting into the swing. This first stage involves the explanation of the project to the students. I spoke with them as a way of sensitizing them about the intentions of the project. After that, they filled the informed consent (See appendix D). Besides, key terms such as contextualized materials and landmarks were introduced. Those terms were used during the implementation of the worksheets to develop the reading skill.

Knowing our city. After explaining the concept of landmark, I told the students that the first five worksheets such as (a) 3600 Meters Closer to Your Dreams, (b) Living La Candelaria, (c) There is Always a Plan in the Capital. Find It, (d) Downtown a View from the Sky and (e) Take Care of the Earth is your Only Home. They were related to the contents of the level. The final worksheet was created based on students' interests and suggestions collected through a survey (See appendix B). The objective was to determine the students' perceptions about which Bogota's landmarks or leisure activities caught their attention the most. This allowed me to make a selection of the topics and learning activities suggested by the students taking into consideration their voice in the process of materials development.

Living here. In this stage, group reflections took place before implementing the reading worksheets to consider students' comments in regard to the instructional process they were involved in, and to give them the tools to do the self-assessment during the process. After the implementation of worksheet six "Be the Voice not an Echo", students were asked to fill out an exit survey about the whole process taking into consideration the three constructs of the research.

Furthermore, concerning Materials Development, I first followed the theoretical framework proposed by Núñez and Tellez. (2009). The theoretical framework underpinning this pedagogical intervention is that proposed by Núñez, et al. (2009), which suggest a number of stages (a) conducting a needs assessment, (b) selecting the method or approach and the design, (c) establishing the general goals and objectives, (d) creating the syllabus, (e) developing activities, (f) appraising the materials, (g) testing the materials and making adjustments” (p. 28).

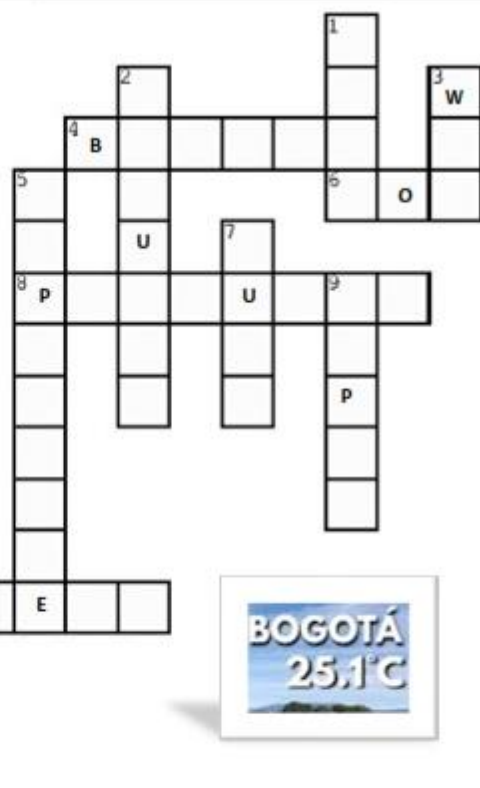
Sample of worksheet.



Warming up

Learning Strategy: Recognizing Vocabulary

1. Complete the crossword using the clues below.



BOGOTÁ
25.1°C

Down

1. Opposite of low
2. Opposite of unknown
3. Synonym of humid
5. Opposite of cheap
7. Synonym of crowded
9. Synonym of unfilled
10. Synonym of chilled

Across

4. Opposite of exciting
6. Synonym of warm
8. Synonym of contaminated
10. Opposite of dirty
11. Opposite of big

Created by Hernan Fernandez Legro, 2017

Procedure

Learning Strategy: Contextualizing Vocabulary

2. Use the adjectives from exercise 1 and then write them in the correct advertisements.

You can not find any _____ chair in Transmilenio especially during rush hour.

"La Banca restaurant" is always _____ from 12:00 to 2:00 pm.

The restaurants located in "T zone" are too _____.

100.000 people attended the last rock at the park, on "la media torta" is a _____ place for concerts.

La Candelaria is one of the most _____ neighborhoods in the capital.

Some people in the city consider bullfighting as _____ and violent.

Much money has been invested to recover Bogota river, unfortunately it is too _____.

_____ agua de panela with cheese is one of the favorite beverages for the people in Bogotá.

_____ streets can cause many car crashes all around Bogotá.

To keep the laboratories _____ is mandatory for everybody's security.

Colpatria Tower was the _____ est point until the construction of the new Bacatá Tower.

Normally the temperature in Bogota is _____ but some days the temperature can reach 24° degrees.

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Learning Strategy: On line Inference

3. Analyze the information from the table below and then, answer the questions.

Place	Building	Height	Floors	Finished In
1	BD Bacatá South Tower	240m	67	2016
2	BD Bacatá North Tower	216m	56	2016
3	Colpatría Tower	196m	50	1979
4	International Trade Center	192m	49	1977
5	San Martin North Tower	171m	44	1973

Information taken from : <http://www.emporis.com/city/bogota-colombia/all-buildings>

Q.1 Which building is older than International the trade center?

- A. BD Bacatá South Tower
- B. Colpatría Tower
- C. San Martin North Tower
- D. BD Bacatá North Tower

Q.2 Which building is higher than the Bacatá North Tower?

- A. BD Bacatá South Tower
- B. Colpatría Tower
- C. San Martin North Tower
- D. International Trade Center

Q.3 Which building has fewer floors than the International Trade Center?

- A. BD Bacatá South Tower
- B. Colpatría Tower
- C. San Martin North Tower
- D. BD Bacatá North Tower

Q.4 Which are the oldest and the newest buildings?

- A. BD Bacatá South Tower and Colpatría Tower
- B. San Martin North Tower and BD Bacatá North Tower
- C. BD Bacatá south and north Towers and San Martin North Tower
- D. BD Bacatá South and North Towers and Colpatría Tower.

Q.5 Which are the highest and the lowest buildings?

- A. BD Bacatá South Tower and Colpatría Tower
- B. San Martin North Tower BD Bacatá North Tower
- C. BD Bacatá South and North Towers
- D. Bacatá South and San Martin Tower

Q.6 What could be a suitable title for the three passages ?

- A. The three monuments of Bogotá
- B. The highest top three buildings in Bogotá
- C. BD Bacatá is higher than Colpatría Tower
- D. The International Trade Center is lower than Bacatá and Colpatría building.

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Learning Strategy: On line Inference

4. Read the passages and match them with the most suitable title.

The skyscraper is located in Bogotá, in downtown, it is also part of the International Center of Bogotá. With its 50 floors is the third tallest building in the city. It was completed in 1979 and has a height of 196 m

Located on the 48th floor, the view point offers a wide panoramic view of Bogotá: the visualization of the city make the experience a pleasant memory. The place is protected by a fence that surrounds the whole viewpoint.

The skyscraper located in the International Center of Bogotá. With its fifty floors, it was once the first tallest building in Colombia and Latin America until 1979. It was inaugurated in 1977 in the middle of the 80's would be called International Trade Center, has a height of 192 m. Also included as part of the International Trade Center, you can find the Ministry of Commerce, Industry and Tourism, Bancoldex, Proexport and the National Copyright Office.

It is a skyscraper composed of two Towers, one of them the highest in Colombia, with 66 floors. The project is located at 19 avenue 5-20, at the confluence of five important sectors: the university, the administrative, the tourist and the commercial. Thanks to its design, which has involved recognized architects from Spain and Colombia, the urban, economic and real estate typology of the center of Bogotá will be completely modified towards a more cosmopolitan, developed and competitive vision.

- A) Colpatria Tower
- B) BD Bacatá Tower
- C) The International Trade Center

5. Read the following paragraph and match it with one of the previous passages




Since 2005, on December 8th, the Ascending Race has been held, the participants, in groups of ten competitors every 30 seconds ascend the nine hundred and eighty steps. Since 2010, this race is part of the Tower-running World Cup, an annual world-wide circuit that gathers more than 160 races of ascent in the highest buildings of the world. This race is the final stop of the circuit and the place where the final award of the contest takes place. In 2012 it joined the group Master Races, which brings together the 18 best ascending races around the world.

Follow up

Learning Strategy: On Line inference 2

5. Read the restaurants' advertisements and answer the questions.

The top three restaurants in La Candelaria

<p>9,4</p> <p>T-Bone</p> <p>T Bone is the best option to enjoy exquisite food. Its specialty is grilled matured meat.</p> <p></p> <p>Price : \$35.000-60.000</p> <p>No taxes included</p> <p>Enjoy a pleasant and romantic moment in a special place with the best cuts of meat.</p> <p>Chef suggestions :</p> <ul style="list-style-type: none"> • Crab Claws • French Chicken • Baby Cheese Beef • Blue Cheese salad <p>Capacity: 70 people</p> <p>Cra 4 No. 12c - 34</p> <p>Reservations: 283 5989</p>	<p>9,1</p> <p>Restaurante La Scala - Hotel La Ópera</p> <p>Characterized mainly by Mediterranean food such as seafood and pasta. There, its chef, Benjamin Pulido shows his experience in international food.</p> <p></p> <p>Price : \$60.000-90.000</p> <p>Parking service</p> <p>Experience a great gastronomic moment with La Scala's menu at Hotel La Ópera!</p> <p>Main suggestions:</p> <ul style="list-style-type: none"> • Carpaccio Misto di Barbero • Feluccas de Aida en el Nilo • TrucFiletto alla Rossini • Lady Macbeth <p>Capacity: 100 people</p> <p>Calle 10 N. 5-72</p> <p>Reservations 3362066</p>
<p>8,3</p> <p>Casa Vieja</p> <p>It offers typical Colombian food, that seeks to rescue the delicious tradition of our Colombian gastronomy</p> <p></p> <p>Price : \$50.000-80.000</p> <p>Colombian food everywhere</p> <p>47 years of service offers a traditional atmosphere decorated with antique objects.</p> <p>Main suggestions:</p> <ul style="list-style-type: none"> • Pollo Alcaparrado • Bagre en Salsa • Calentado Cachaco <p>Capacity: 100 people</p> <p>Av. Jiménez no 3 -63</p> <p>Call :313870 18 09</p>	<div data-bbox="812 934 1323 1186"> <p>1. Where could you find the previous advertisements?</p> <p>A. In a meat magazine</p> <p>B. In an international sea food newspaper</p> <p>C. In a food browser</p> <p>D. In a flyer</p> </div> <div data-bbox="812 1186 1323 1606"> <p>2. The author would probably agree with one of the following statements:</p> <p>A. None of the restaurants has a good score.</p> <p>B. Typical Colombian food is more expensive than Mediterranean food.</p> <p>C. A restaurant with a score of 9,4 could be a good option considering the price.</p> <p>D. All the people need parking service when going out to have dinner.</p> </div> <div data-bbox="267 1375 803 1617"> <p>3. Choose the correct statement :</p> <p>A. Casa vieja is better than La Scala and T- Bone is the best</p> <p>B. Casa vieja is worse than La Scala and T- Bone is the worst</p> <p>C. Casa vieja is worse than La Scala and T- Bone is the worse</p> <p>D. Casa vieja is worse than La Scala and T- Bone is best</p> </div>

Information taken from: https://www.atrapalo.com.co/restaurantes/la-candelaria_d44816.html

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Self Assessment

The Worksheet		
Presents an interesting design <i>Presenta un diseño interesante</i>		
Has an attractive presentation and organization <i>Tiene una organización y presentación atractiva</i>		
Constantly motivates me to be part in the English learning process <i>Me motiva constantemente a ser parte de proceso de aprendizaje</i>		
Fosters my autonomous learning <i>Fomenta mi aprendizaje autónomo</i>		
Provides the resources to communicate in English <i>Provee los recursos para comunicarme en inglés</i>		
Has a relevant and useful content <i>Tiene un contenido relevante y útil</i>		
Offers a great variety of learning strategies taking into account my learning process <i>Ofrece una gran variedad de estrategias de aprendizaje teniendo en cuenta mi proceso de aprendizaje</i>		
Contextualized Material		
Helps me to make associations between the language and the context <i>Me ayuda a hacer asociaciones entre el lenguaje y el contexto</i>		
Helps me to achieve the classes' objectives <i>Me ayuda a lograr los objetivos de las clases</i>		
Offers interesting information about the city where I currently live <i>Ofrece información interesante sobre la ciudad donde actualmente vivo</i>		
Eases the acquisition of new concepts <i>Facilita la adquisición de nuevos conceptos</i>		

• Suggestion Box:

Self Assessment



In regard to Inference		
I apply the inference strategy to elaborate a global comprehension of the texts <i>Aplico la estrategia de inferencia para elaborar una comprensión global de los textos</i>		
I use my previous knowledge in connection with the text in order to elaborate a third piece of information <i>Utilizo mi conocimiento previo en conexión con el texto para elaborar una tercera información</i>		
I analyze pieces of information and then link them in order to create a general idea <i>Analizo fragmentos de información y luego los vinculo para crear una idea general</i>		
It allows me to identify text clues to come up with a final idea <i>Me permite identificar claves en el texto para elaborar una idea final</i>		
Content and language integrated learning		
Makes me use the target language and the contents to achieve a particular outcome within my context. <i>Me hace usar el nuevo lenguaje y los contenidos para alcanzar un resultado particular dentro de mi contexto rural.</i>		
Promotes materials (worksheets) didactically designed around a series of authentic tasks. <i>Promueve materiales (talleres) que son diseñados didácticamente alrededor de una serie de tareas auténticas.</i>		
Gives me opportunities to experience and use the language to interact in real situations. <i>Me da oportunidades para experimentar y usar el idioma e interactuar en situaciones reales.</i>		

Suggestion Box:

Chapter IV

Data Analysis

Procedure for Data Analysis

In the previous chapters, I described the data-gathering instrument I used in this study which allowed me to collect information in three different class moments. First, a survey was conducted with the students before the creation of the materials. The survey helped me to choose the topics that I used to design the six contextualized worksheets. Then, during the class, I took field notes to collect information about the students' interaction with the materials, which is reflected in the students' artefacts. Finally, I administered an exit survey to gather information about certain specific aspects that deal with the three constructs of this study. It is worth mentioning that the students used pseudonyms both in the survey and in the artefacts to protect their identity during the study.

After collecting all the information mentioned above, it was necessary to adopt a theoretical method to organize the information. In light of this, I considered the Grounded Method as pertinent for my study. In this sense, Glaser (1978) affirms that:

Grounded theory is a research tool, which enables you to seek out and conceptualise the latent social patterns and structures of your area of interest through the process of constant comparison. Initially you will use an inductive approach to generate substantive codes from your data; later your developing theory will suggest to you where to go next to collect data and which, more-focussed, questions to ask (p. 37).

By means of this method, I organized and reduced the information in the following way: The first stage was naming, which consisted in recognizing or labelling the key words. The second stage involved finding patterns and grouping the key words found in the instruments. To conclude, I did a data display that helped me arrange the information gathered.

To validate the data, I applied the triangulation method of the information found in each instrument. In this regard, Thurmond (2001) considers that the benefits of triangulation include increasing confidence in research data, creating innovative ways of understanding a phenomenon, revealing unique findings, challenging or integrating theories, and providing a clearer understanding of the problem.

Research Categories

After triangulating the data as explained above, I came up with the categories and the respective subcategories of this study that are shown in the following table.

Table 2.

Research Categories and Sub-categories

Materials Development: The Path to Meet Students' and Teachers Needs through CLIL	Local awareness: contextualizing students and teacher's goals (<i>content</i>)
	Students' participation in the creation of materials (<i>communication</i>)
Developing On-line Inference: Reading Beyond Words, the connection between culture and cognition	Background knowledge as a first step to build inference (<i>culture</i>)
	Fostering reading comprehension through inference (<i>cognition</i>)

Materials development: The path to meet students' and teacher's needs through CLIL. This category embraces the design of six contextualized worksheets and the specific and

unexplored role of the teacher as materials developer. Moreover, taking into account the 4Cs framework, the first sub-category is related to the importance of the local context when creating materials (content) and the second sub-category entails the students' suggestions (communication) as a valuable source for designing materials.

In my professional and academic experience, several texts have been used, which in most of the cases, have not fulfilled neither teachers' nor students' needs. Moreover, some of the materials from the international publishing houses use megacities such as London or New York as contexts, which is not bad at all, but MD is the opportunity to explore and create materials by the professional that best suits students' strengths and weaknesses taking advantages of the local context where the participants share their experiences. As claimed by Núñez, Téllez and Castellanos (2017b), "Taking into consideration that our duty as teachers is to care about our students' learning, developing appropriate tailor-made materials that suit all of our learners' profiles is a fundamental must" (p. 23). This leads me to say that the local context plays a key role when designing materials. In the same line of thought, Masuhara (1998) points out that

Home-grown materials may be more finely tuned to the local classroom needs with valid methodological awareness but the colourful or glossy appearance of commercial course books may be more eye-catching and may even seem to the learners to have more face validity (pp. 246-7).

As stated above, designing materials entails creating materials with specific objectives for a course and considers the appropriateness of the context where the teachers and the students belong. This guided me develop the first sub-category explained below.

Local awareness: contextualizing students and teacher's goals. To begin with, this sub-category embraces the first C of the CLIL's framework, which refers to *content*. This entails the

topic or theme which can range from subject disciplines to cross-disciplinary themes such as global citizenship and in this study, represented the course plan for Pre-intermediate level. In this regard, thinking globally takes us to the international context; the established standards for trading, communicating and interacting in the world, which reveals the intension of homogenizing knowledge around the world. In agreement with Canagarajah (2010), the adoption of trending policies affect the educational system and this is when the local context resists to be replaced. Therefore, this first subcategory involves the recognition of the local context as the setting for the design of the six worksheets implemented throughout the course and the students' responses to this innovative proposal. In the same line of thought, Kumaravadivelu (2001) points out that particularity implies being "sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu" (p. 538).

I personally draw attention to the word "milieu" in the direct quote above. According to the Merriam-Webster's Collegiate Dictionary (2017), this concept is defined as: "the physical or social setting in which something occurs or develops". Considering this, it is of great importance to recognize the social environment, which in this case can foster students' awareness towards the role and value that context can play when learning.

In light of the above, this study implies, the mediation between the international standards and the local demanding policies that are applied in our context, taking advantage of the home-grown materials, which refer to the ones developed locally by a particular teacher, for a specific course (Graves, 2002). This research focused on developing materials using Bogota's landmarks. A relevant aspect to consider was the opportunity to make a closer connection among the class objectives, the learners and the teaching process, instead of teaching in an isolated manner. In this

regard, Mazzeo, Rab, and Alssid (2003) define contextualization as: “A diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student” (p.3).

As stated, contextualization allowed me to frame the class objectives with the context with the purpose of supporting the development of the teaching learning process and in this way establishing meaningful relations between the students and the worksheets.

In this sense, the following excerpts give account of students’ perceptions with regard to the connection between the local context and the class objectives.

Clear instruction, the exercise was good and clear some students find difficult No.8. Some students expressed their interest about the contextualization of the materials and the relationship between the class objectives with the topics developed in the class. [sic]

Field notes: 3600 meters closer to your dreams March 22nd.

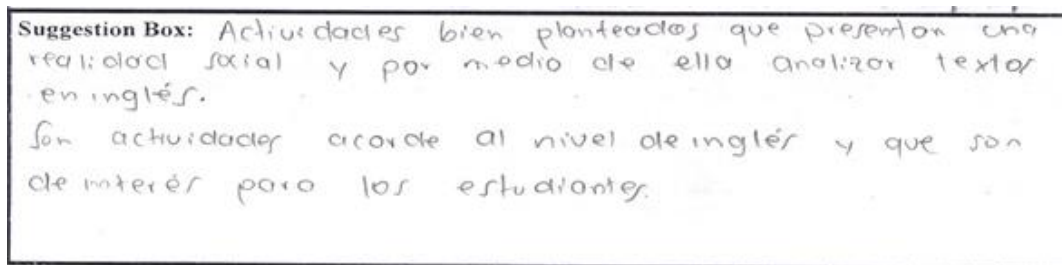
Most of the students agree on the fact that the contextualization of the materials was new for them and that they can learn while they get new Information about the place where they live. [sic]

Field notes: Be the voice not an echo May 22nd

A feature that stands out in these field notes is the fact that some students expressed the direct connection between the class objectives and the topics from worksheet No 1, *3600 Meters Closer to Your Dreams*. This implies that the materials became tools that helped the teacher and the students achieve the proposed objectives and they brought benefits for linking the topics, the class planner and the real context. This ‘real context’ was the term used by some students to highlight the importance of using local landmarks because on the one hand, it was easy for them to remember the content covered for a test or in class, and on the other hand, it allowed them to analyse the reality of the city where they live.

As stated above, the following excerpt reflected Rick’s opinion about how he established a connection between the activities and the social reality while analyzing the texts in the target

language. Moreover, he commented favourably about the appropriateness of the activities proposed in the worksheet as well as the interesting topics presented



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Evidence taken from Rick's artefact

Talking about the relationship between the materials and the class, the cover of Crystal's artefact seemed to be simple circles on the paper, but for me as teacher researcher, I noticed that the student related the concept of superlative adjectives with the quote on the worksheets' cover. This implies that the student was making connections with a topic already dealt with in class and the worksheets' quote.



Evidence taken from Crystal's artefact

Besides, a feature that particularly stands out in the following excerpts is the similar opinions from both students and teachers when they affirmed the appropriateness of using contextualized materials when teaching a foreign language in an EFL. As it can be observed in the following figures:

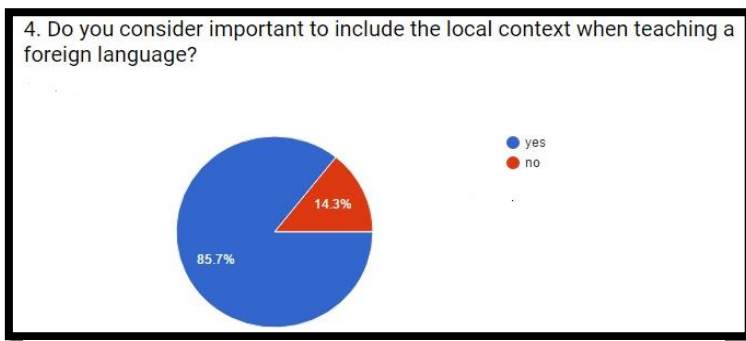


Figure N.1: teachers' survey

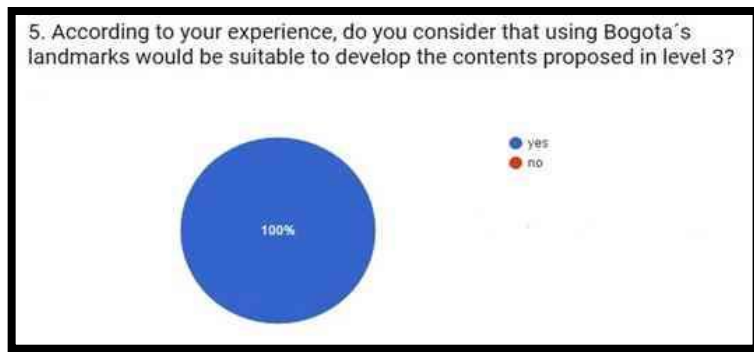


Figure N.2: teachers' survey

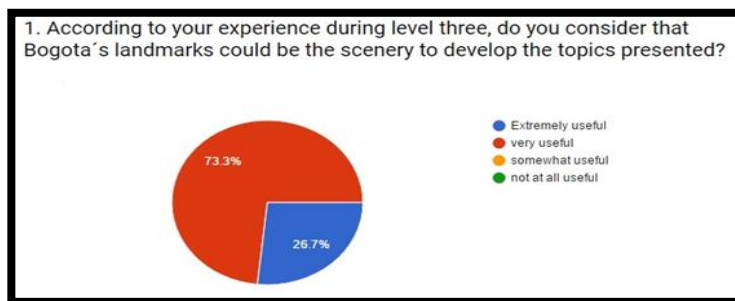
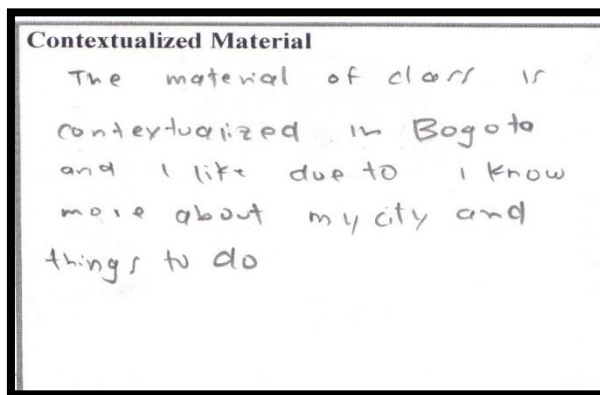


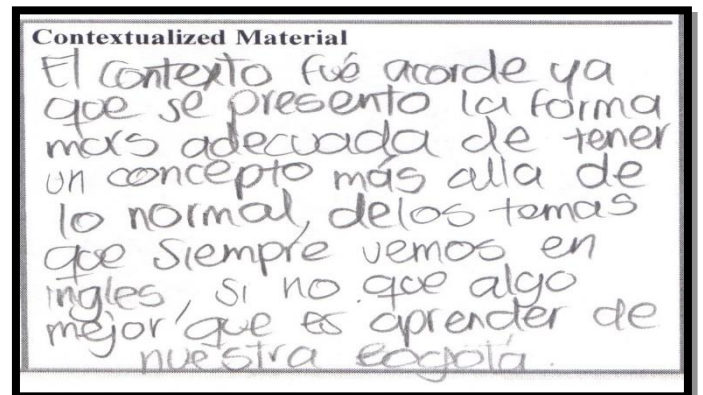
Figure N.3: teachers' survey

The previous excerpts represented Colombian and foreign teachers' opinions about the contextualization of materials when teaching English in an EFL classroom. Besides, figure N°1 shows that 85% of the teachers consider that the inclusion of the local context has a relevant role in the teaching and learning process. Similarly, in figure N.2 100% of the teachers agree on the fact that Bogota's landmark would be a good scenery to frame the topics from level 3. In the same way, figure N.3 reflects the teachers' previous experiences in contrast with the idea of establishing a different context to exemplify the topics in Pre-intermediate level. 26% of the teachers find extremely useful the contextualization of the topics and 73% think it is very useful.

It is worth mentioning that the previous excerpts were taken before applying the worksheets as a part of the need analysis for this study. The following excerpts belong to the exit survey applied to the students after implementing the last worksheet called *Be the Voice Not an Echo*

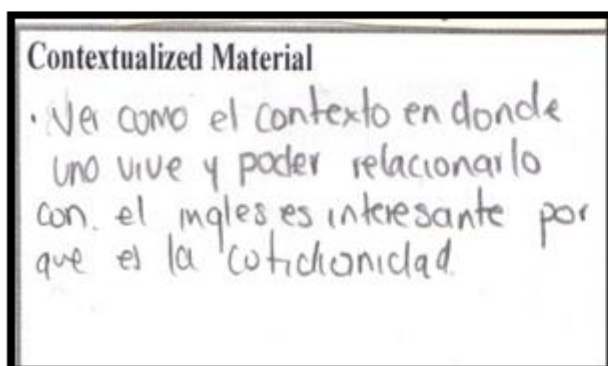


Evidence taken from student No. 1 Exit Survey

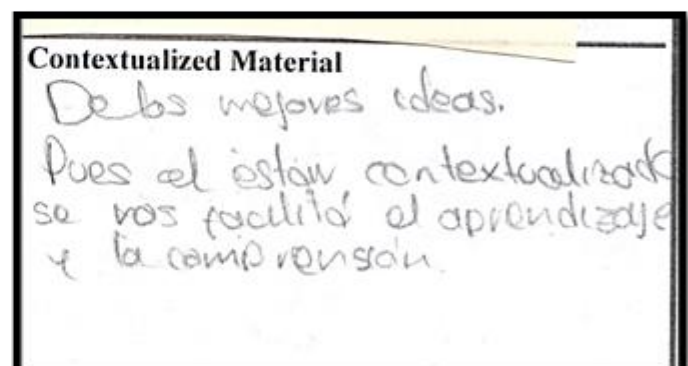


Evidence taken from Lava Girl Exit Survey

It is pertinent to mention that the excerpts above belong to the suggestion box presented at the end of all the worksheets. Students No. 1 and Lava Girl agree on the fact that after applying the materials, they could learn new facts about the city where they live. This means the inclusion of new materials with relevant information about the city that not only benefits the acquisition of new concepts in a foreign language but also the recognition of the local. I also share Goku's and C18's opinion about the role of contextualization during the implementation stage.



Evidence taken from Goku Exit Survey



Evidence taken from Goku Exit Survey

The previous excerpts represented valuable information for this study because at the beginning contextualization seemed to be important only for developing the teacher's awareness. However, it had great deal of acceptance among the students, and because of that, it had an incidence on their engagement when developing the worksheets in class. Besides, it created self-investment as can be seen in C18's reflections about the relationship between contextualization and her learning process. Likewise, the students' comments about the worksheets made me feel I was being successful in my role as a materials developer. This fact changed my perception about the students' role when designing materials and as a consequence of that, the second sub-category of this study emerged.

Students' participation in the creation of materials. This subcategory portrays the way students were engaged in the process of developing materials. This means how the students' ideas and perceptions were taken into consideration as a starting point and source for creating and adjusting the materials used in class. This would correspond to the second C of CLIL's framework that stands for *communication*. In this case, it represented the language required to build knowledge in the EFL classroom. Thus, it links the content covered by the students and teacher to express and communicate as well as to show understanding.

In this sense, Nuñez and Téllez (2009) assert that students' opinions ought to frame materials in the style they would rather learn and with the demands of the 21st century. In this sense, the students provided information related to their preferred type of activities as well as the topics they would like to work with generating an active students' participation in the class by giving them, in some way, the responsibility to be part of the process.

In the same line of thought, Garton and Graves (2014) state that "Materials are fundamental to language learning and teaching (...) but materials cannot be viewed independently

of their users (p. 11). This implies for students to assume an active role in the process that in some cases has not been visible or evident because of the use of pre-established textbooks. The creation of materials involves finding a way to work hand in hand between the students and the teacher as materials developer instead of working in an isolated manner. As stated above, the role of the student has to be redefined when we decide to create materials since they can easily be involved not only in the process of constructing the materials but also in the learning process itself. The illustrated excerpt below represents how the students' opinions were taken as a valuable source to create materials.

Analyse the pictures below and answer the following question.

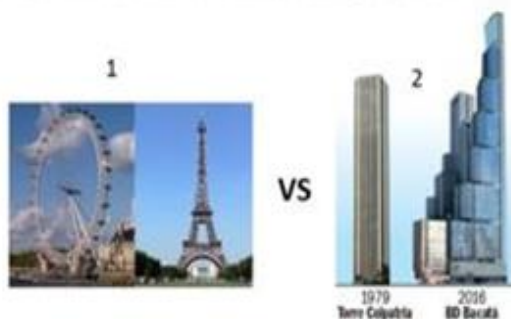


Figure N. 3 Evidence taken from the entry survey

3. Which set of pictures would you like to work with ?

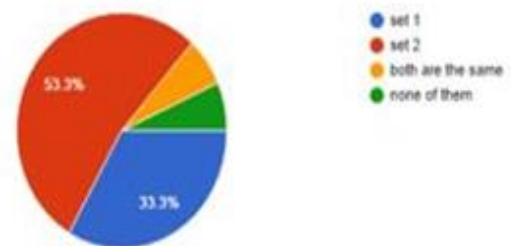


Figure N. 4 Evidence taken from the entry survey

Figure N.3 offered the students the opportunity to choose one set of pictures between two international buildings, such as the Big Ben and Eiffel Tower (set No. 1) or two local buildings, Colpatia Tower and Bacata Tower (set No. 2). As it can be seen, figure N.4 portrayed students' preferences, for set No. 1: 33.3% and for set No. 2: 53.3%. In this sense, some of them chose the set related to the local context and considering their selection I decided to include local buildings in one of the worksheets to engage and motivate them to participate actively in the MD process. Besides, after applying worksheet No. 5, students' involvement made me reflect on the

possibility to create the final worksheet with their suggestions. To collect the required information, I designed a short survey that can be seen below.

4. Which local topics would you like to include in the final worksheet ?

vocabulary of the city and listening
Tour Guide
audios
NEAR TOWNS
Sobre centros comerciales y sus variedades
Cultural, social and political
Crossword
The like is travel
science
ya estan incluidos en el material

Figure N. 5 students' survey

The information gathered in the survey (Figure 5) was useful to select the topics for designing worksheet No. 6. Moreover, following students' suggestions, I selected the two topics that had the highest **score**. Figure 6 represented the type of exercises they enjoyed the most. They found interesting the way I contextualized vocabulary at beginning of the worksheets, being this the activity with greater acceptance, followed by matching activities and crosswords.

5. Which type of activity did you like the most?

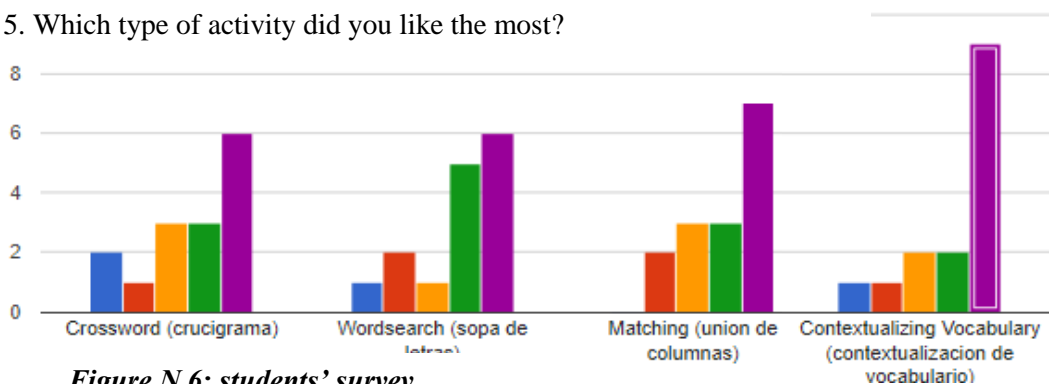


Figure N.6: students' survey

Additionally, the survey included a question that intended to collect information about the activities students wanted to solve in the final worksheet.

6. Which type of activity would you like to work on in the final worksheet?

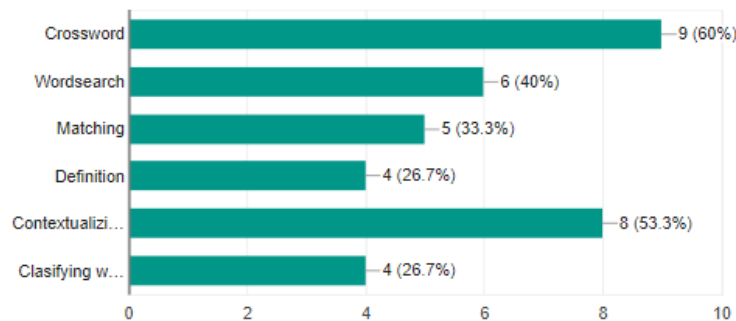
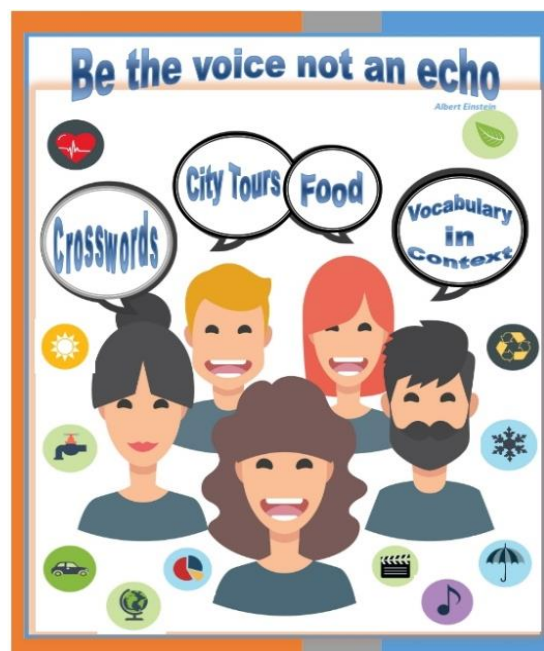


Figure N.7: students' survey

Thus, I observed a coherence between students' opinion found in figure 6 and 7 so, I decided to include a crossword activity and a contextualization of vocabulary since these two activities reached 60% and 53.3 % of acceptance, respectively. After gathering the information mentioned above, I needed to find an appealing title that would reflect the importance of the students' participation in the MD process. After thinking about it, I opted to use an Albert Einstein's quote, which says. "Be the voice not an echo", as can be seen below.



The title of worksheet No. 6 intended to motivate students to participate in the teaching-learning process not only in an EFL classroom but also in the other core subjects, giving them an active role in the classroom. This cover contains four bubbles that represent the students' suggested topics and the small circles contain information about the topics that had a low percentage in the survey. I included these as well as a way to portray the students' participation in the process. In this regard, I registered the following in my field notes.

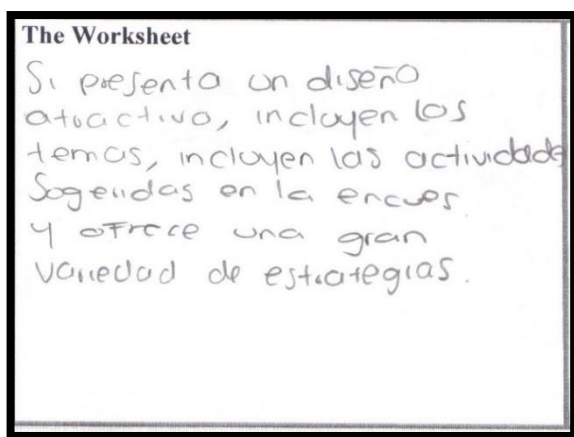
Some of the students felt proud about the fact that the exercises proposed by them were included in the final worksheet. Another important fact was the impression they got when they solved the final exercises. This allows me to reconsider students' role in MD process. . [sic]

Field notes: Be the voice not an echo May 22nd

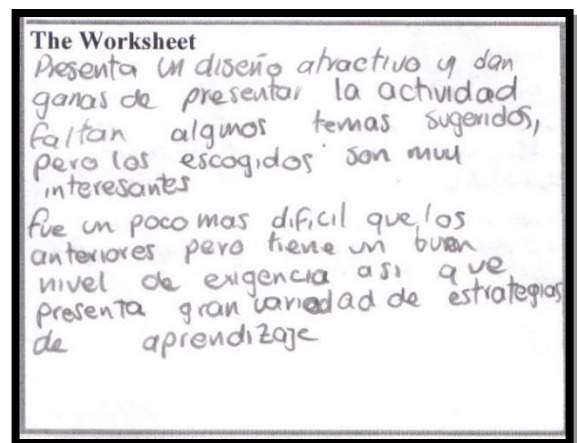
This facilitates the students' involvement in the class because they feel like the center of classroom. In the same way, the materials created foster not only reading comprehension skills but also the students' commitment and engagement to the pursuit of personal objectives along the course. . [sic]

Field notes: Be the voice not an echo May 22nd.

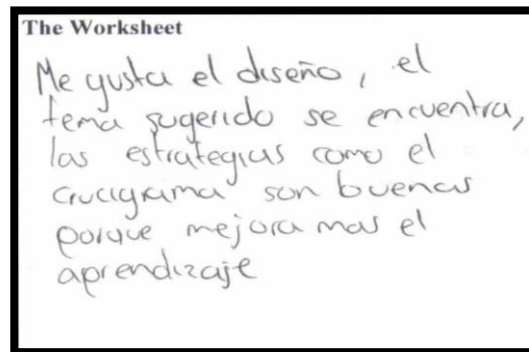
These excerpts reflect how my students felt when I gave them the final worksheet as they started to solve the exercises they had previously proposed. Hence, I took into consideration their suggestions and the design of the last worksheet gave account of it as can be evidenced in the samples below.



Evidence taken from Krilin's artefact



Evidence taken from Risk's artefact



Evidence taken from Lava girl's artefact

The above allowed me to infer that the students' involvement when developing materials had a dual impact not only for the teacher, but also for the students' role in the classroom. In this sense, this impact helped to foster self-investment spaces where the students established their own objectives related to their reading comprehension progress as well as the class objectives.

As can be noticed, the incidence that the worksheets had inside the classroom was significant since the students felt that their suggestions were included in the designed materials. This was something very new for them. Finally, the role of the students in the MD process represented a pillar to support the contextualization of materials in three different stages of the process: at the beginning when I took advantage of the need analysis; towards the middle when students were involved generating idea and becoming a principal source for giving suggestions; and at the end, when they evaluated how the designer of the materials portrayed their ideas in the worksheets. These features made me reflect upon the students' role because indeed they are the center of our teaching practice. Therefore, teachers should benefit their students by taking into account their needs, weaknesses, strengths and interests.

Having described and exemplified the relevant aspects of this first research category, what follows intends to explain those included in the second research category.

Developing On-line Inference: Reading Beyond Words, the connection between culture and cognition. This category embraces the development of inference as a micro-skill and how it can enhance reading comprehension. Following Keene & Zimmerman (1997), inference is understood as:

A conclusion drawn after considering what is read in relation to one's beliefs, knowledge, and experience. Inference can be a critical analysis of a text: a mental or expressed argument with an author, an active scepticism about what is stated in the text, or recognition of propaganda. Inference is, in some situations, synonymous with learning and remembering (p. 153).

This inferential component involves three stages, the previous knowledge that the students have when they face a text for the first time, the information found in the text, and the conclusions the students elaborate when doing inferences. In the same line of thought, Zimmerman and Hutchins (2008) assert that:

Inferring involves forming a best guess about what the "evidence" (words, sentences, and paragraphs) means; speculating about what has to come; and then drawing conclusions about what was read to deepen the meaning of the literal words on the page (p. 97).

As stated above, inference represents an opportunity to enhance reading comprehension because it allows students to interact with the text discovering information that needs thinking beyond merely understanding what is written. Besides, developing inference by increasing the difficulty of the tasks will make students use strategies that will stay longer with them not only as EFL readers but also as potential readers in any subject.

Hence, inference as a micro-skill was developed gradually throughout the six contextualized worksheets where the level of difficulty of the different exercises and strategies increased. Moreover, each worksheet contained three sections framed under the CLIL approach as follows: The *warming up* section to activate background knowledge and to recognize the vocabulary that was used during the second section called *procedure*. In light of this, Kispal and Twist (2008), assert that two important factors are required to form an inference reader: having vast background knowledge and sharing the same cultural background.

After the students did the first and the second sections of the worksheets, I presented the *follow up* where they faced different types of information that intended to develop the on-line inference while they were reading. This online inference refers to those inferences drawn while reading the text. These three sections were designed so learners could make interpretations as they read, identify what the text offered and finally based on their background knowledge and the information given, come up with a logical conclusion. As claimed by Keene and Zimmerman (1997), “Proficient readers are better able to remember and apply what they have read, create new background knowledge for themselves, discriminate and critically analyze text and authors, and engage in conversation and/or other analytical responses to what they read” (p. 153). This entails involving participants in a different and constant procedure that builds the bases for a more analytical and critical reading process not only in English but also in the other core subjects.

Based on the above, two subcategories were established. The first one is related to how background knowledge is crucial for building inference and the second states the relation between the reading comprehension process and the gradual inference development.

Background knowledge as the first step to build inference. The third C, in CLIL's framework stands for *culture* which represents the critical perspective of this study because it looked for ways to establish relationships between content and language and its influence in developing a sense of belonging and in building ones' identity (Coyle et al, 2009). This implies the generations of spaces where the students felt more comfortable in terms of recognizing them and the others. Moreover, this subcategory is the pillar to construct the inference processes considering that previous knowledge is very important at the moment of facing a new text or paragraph because it determines the students' level of comprehension that may differ from one student to the other. This background knowledge refers to what somebody already knows about a specific topic. I also share Dochy and Alexander's view (1995) when they affirm that background knowledge is the whole of a person's knowledge, including explicit and tacit knowledge, metacognitive and conceptual knowledge. This background knowledge represented the starting point when I developed the six worksheets since readers needed to establish a connection between their previous knowledge and the new information presented in a text to create a mental model about what the text meant for them. In light of this, Garner, Gillingham and White, (1989) assert:

Understanding text depends on readers supplying enough of the unstated premises to make coherent sense of what is being read. However, to do this well, readers need to have a foundation of knowledge about the topic. Otherwise, as studies have shown, they can get caught on the "seductive details" of a text—highly interesting and entertaining information that is only tangentially related to the topic—which can distract the reader and disrupt the comprehension of a text. Background knowledge, in contrast, acts as a road map for students, allowing them to stay on target despite the interesting details. This

suggests that once print has been decoded into words, reading comprehension and listening comprehension requires the active construction of inferences that rely on background knowledge and are implicit in the text. (p. 42)

As mentioned above, the road map of background knowledge contains short or long paths that engage the reader throughout the reading process that depends on two relevant factors for this study: the amount of vocabulary that the student has and the activities planned by the teacher to activate background knowledge. In this regard, Al-Faki and Siddiek, (2013) point out that

Activating Prior Knowledge refers to the activities and strategies that used to bring out what students already know about a topic. By putting the upcoming lesson material into a familiar context for the students, the teacher is giving them a context into which they can then assimilate the new information and understand it (p. 44).

It is pertinent to mention that the six worksheets contained several activities to activate the students' background knowledge. Moreover, that activation was found in the different sections to remind the students of the importance of previous knowledge in all the reading comprehension process. What these authors argue goes in accordance with the information gathered in the instruments I applied in this study as shown below:

Some students do not worry about the instruction given orally nor the written one in the worksheet, the lack of vocabulary made difficult the accomplishment of the exercise in some cases (3 students) they have to apply vocabulary strategies to deal with unknown words. [sic]

Field notes: May 12th, take care of the earth.

This first excerpt from my field notes exemplifies the type of problems that some students faced when they activated their background knowledge. However, the range of vocabulary was decisive to solve the exercise. Moreover, I noticed that students used vocabulary strategies even

if I did not mention it to them. Those strategies involve-activities such as matching, word definition, and vocabulary in context, among others. The following excerpt shows some problems I faced when trying to activate their background knowledge.

Troubles everywhere! The English level of most of the students makes difficult the accomplishment of the exercise when they tried to get the whole idea of the text by reading some parts of the paragraphs. [sic]

Field notes: *May 26th, be the voice not an echo.*

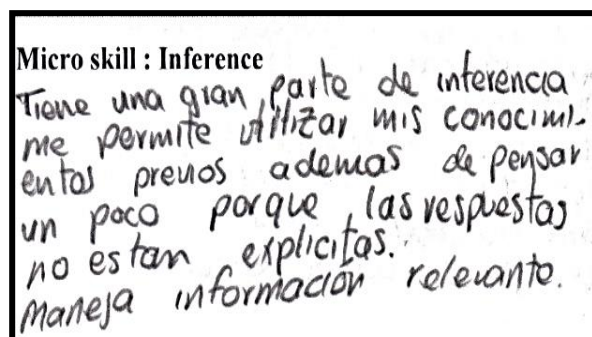
This second excerpt portrayed the teachers' thoughts when students faced difficulties while doing the exercise. Although their previous knowledge was activated, the inference requirements were higher. This happened because it was the final worksheet and as mentioned before, the inference level was developed gradually throughout the six worksheets. Moreover, the next excerpt evidences the importance of activating background knowledge as the first activity to develop the inference skill.

Ss spent more time than expected. Moreover, the exercise was good for them; they contextualized the adjectives with the advertisement using their background knowledge. Some of them asked for help. [sic]

Field Notes: *March 22nd, a view from the sky, worksheet No.2:*

This third extract highlights the fact that students needed extra time to complete the exercise, which meant that I had to adjust the sessions. These adjustments were made taking advantages of the action research cycles, which in my case were planning, acting, observing and reflecting. Besides, this background knowledge was activated in different moments of the process. Some students completed the activity by themselves and most of the students had to ask for help to their peers to check their answers.

The following picture represents Rick's opinion about the relation between background knowledge and the inference process.



Evidence taken from Rick's artefact

The previous excerpt exemplifies how Rick established connections among the inference process, background knowledge, implicit information and relevant information. In this sense, the student was able to develop inferential patterns starting by the activation of his background knowledge, discriminating relevant information and identifying implicit and explicit information during the reading.

I also share the following evidences taken from some students' artefacts where I could evidence the activation of their background knowledge in the warming up section of worksheets No. 1 and No. 3.

Warming up

Learning Strategy: Recognizing Vocabulary

1. Can you find the words hidden in the word search below ?

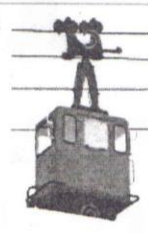
- BOGOTA
- BUILT
- CABLE
- CAR
- CLIMB
- FUNICULAR
- HANDICRAFT
- MOUNTAIN
- OFFERS
- PAY
- RELIGIOUS
- RESTAURANT
- SANCTUARY
- TICKET
- TURISTIC
- VIEW
- VISIT

I	J	T	D	B	O	G	O	T	A
M	I	F	E	T	I	S	I	V	R
I	E	A	C	Y	C	Z	U	E	
Y	K	R	L	R	I	T	A	Z	L
R	C	O	I	A	T	N	F	R	B
E	I	I	M	U	S	A	U	X	A
L	T	D	B	T	I	R	N	M	C
I	M	N	T	C	R	U	I	O	D
G	N	A	I	N	U	A	C	U	R
I	P	H	T	A	T	T	U	N	Q
O	A	I	A	S	W	S	L	T	T
U	Y	C	V	N	L	E	A	A	E
S	N	A	I	B	F	R	R	I	X
O	F	F	E	R	S	T	T	N	S
F	R	W	W	B	U	I	L	T	A

Learning

Strategy:

2. Use your background knowledge to define the following pictures

2.1 

Cable car: it is a vehicle that hangs on cables used for transporting people and it moves in the air.




Evidence taken from Students' No. 1, worksheet No. 1





The warming up section as can be seen in the previous artefact aimed at recognizing and activating students' background knowledge. In this regard, worksheet No. 1 contained an activity that intended to familiarize the student with the vocabulary and in that way, the students were able to activate their background knowledge in different activities throughout the worksheet. Additionally, Samara's artefact (worksheet No. 3) also gives account of it.

Warming Up

Learning Strategy: Recognizing Vocabulary

1. Decode the message hidden in the pictures. Then write your interpretation in a sentence

If you recycle, you will help the planet.

2. Use the following table to identify the encrypted words.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
13	10	12	18	8	1	4	26	7	15	5	20	22	2	17	25	3	9	6	19	14	16	11	21	23	24

2.1 S L U M burno bajo

6 20 14 22

2.2 G R E E N I T E R R A C E S vendas

4 9 8 8 2 19 8 9 9 13 12 8 6

2.3 H A R V E S T cosecha

26 13 9 16 8 6 19

Evidence taken from Samaras' artefact

Taking into consideration that the level of difficulty was rising, worksheet No. 3 portrayed my intention of designing two exercises to activate their background knowledge. As can be noticed in the previous excerpt, activity No.1 dealt with grammar components related to the first conditional and activity No. 2 was related to vocabulary recognition. In sum, this subcategory portrayed two important features. First, the importance of activating background knowledge as the first step to create inference. Readers need to retake what they already know when they face a new text and this allowed them to develop a sense of “reading awareness” that increased their background knowledge and created inferential strategies in their reading comprehension process. After establishing the role of background knowledge when creating inferences, the background knowledge activities represented the space where the students felt comfortable in terms of intercultural exchange spaces where the students from different parts of the Capital share their particularities and their idiosyncrasy. The following subcategory describes the impact that inference had on students reading comprehension.

Fostering reading comprehension through inference. At this point, the fourth C for *cognition* requires learners to process information and engage with it to make meaning. Students’ reading comprehension represents the generation of more meaningful materials that facilitated their engagement with the language. Considering the above, this sub-category is related to developing inference as a micro-skill in the reading comprehension process to enhance students’ understanding and comprehension of a text. This study explored the development of inferential activities that intended to set the bases for personal awareness in regards to boosting a deeper understanding of the implicit information found in texts.

In this regard, scholars such as Nunan (2003), describes the reading comprehension process as “a fluent process of readers combining information from the text and their own background knowledge to build meaning” (p. 68). Similarly, Aebersold and Field (1997) states that:

Reading is what happens when people look at a text and assign meaning to the written symbols in that text. It not only deals with word interpretation, but also how the reader interprets the intended meaning. In addition, reading as a process of readers combining information from a text and their own background knowledge to construct meaning. (p. 15)

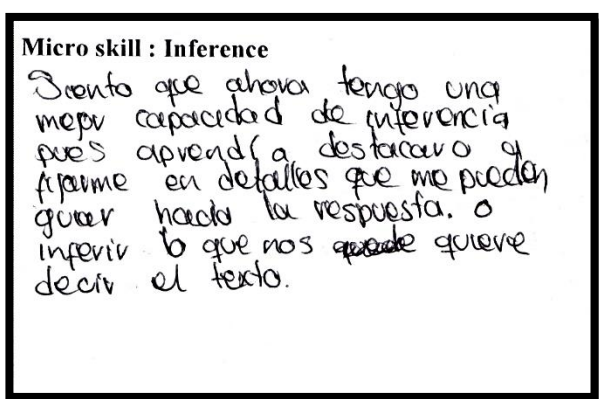
This implies a connection with the previous sub-category because in this study background knowledge was considered as the first step to develop the inferential process. It started with the recognition of vocabulary, then the contextualization of it and moving on to the first inferential component that involved the analysis of some parts of information found in the titles or at the beginning of the paragraphs. Finally, several activities were developed with a higher level of inference during the implementation of the six worksheets. These excerpts give account of it.

Some students showed a special interest at the moment of reading the information of the paragraphs. This activity represents the first activity with double task. Students applied the step-by-step inference level 1 as a reading strategy to answer the questions. Moreover, some Ss considered that at the end of the process their reading comprehension skill helped them to get better scores in exams not only in English class but also in discipliner/ core subjects. [sic]
Field notes: May 5th. There is always a plan to escape in the capital.

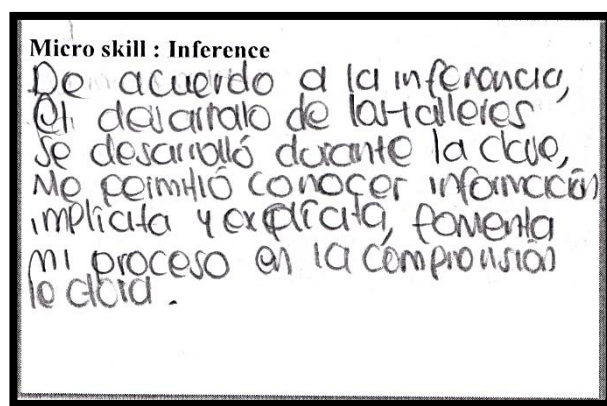
Some students express that the level of difficulty was increasing in comparison with the previous ones. Moreover, they found exercise 4 one of the most difficult exercises. From my observation, at this point the students applied the reading strategies to identify main ideas and to understand words taking advantages from the context. [sic]
Field note: s May 12th.

Taking into consideration the previous excerpts, I noticed students’ progress when they used the the inferential micro-skill by highlighting relevant information to solve the tasks. This

implies the recognition of more difficult activities through the worksheets, which entails the use of the strategies seen during the semester and the importance of analysing and classifying the information given in a text. Likewise, the following samples portrayed so.



Evidence taken from Vidél's artefact



Evidence taken from Samara's artefact

As mentioned above, Vidél expressed that her inferential skill helped her to focus on special details that guided her to the correct answer. Moreover, Samaras' opinion highlights the distinction between the implicit and explicit information and how the inference fostered her reading comprehension. This process is complemented with the answers obtained in the exit survey.

7. It is possible to say that your reading comprehension process was enhanced after applying the worksheets.

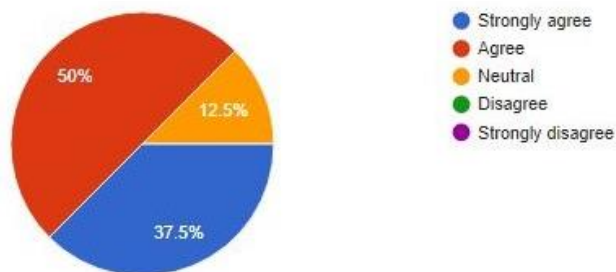


Figure N. 9 Exit survey

8. Do you consider that inference as a microskill fostered your reading comprehension process?

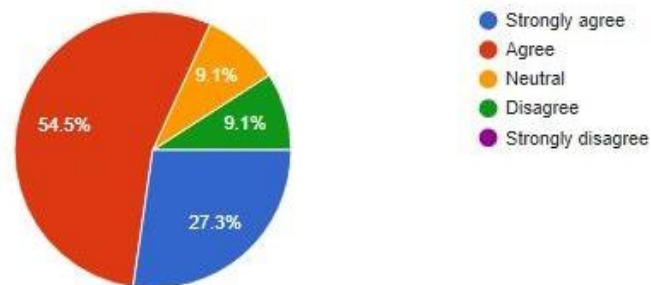


Figure N°9 shows that their reading comprehension process improved after applying the six worksheets. Likewise, 37% expressed a determined sensation of agreement in the same fact. Moreover, figure N°10 gathered students' opinion about the incidence that inference had in their reading comprehension; 27% strongly agreed on the fact that inference was useful for their reading process. In the same way, 54.5% expressed their agreement in terms of the role that the inferential components had in their process.

These evidences portray the impact that the worksheets had on my students and how for some their reading comprehension process improved because of it. Besides, these samples also show how the students understood inference as a micro-skill. Hence, I have observed that background knowledge and reading comprehension cannot be developed in isolation.

After analysing the information gathered in this category, I can conclude that connecting the materials with the students' core subjects to create new contextualized materials can enhance their reading comprehension both in English as well as in Spanish. Moreover, the 4cs framework of the CLIL approach represented the opportunity to create positive responses not only in students' engagements to the learning process but also in terms of the teachers' role of creating materials.

Chapter V

Conclusions and Pedagogical Implications

This chapter addresses the conclusions reached in this study as well as its pedagogical implications. Besides, the limitations faced and the topics for further research.

Conclusions

After analysing the data gathered, the conclusions I came up with focus on three main aspects. The first one concerns the issue of contextualization. The study showed that the local context has a strong influence when designing materials. Contextualizing materials brought benefits not only for the teacher researcher but also for the students. The fact that the students were familiarized with the setting of the designed materials facilitated their engagement in the learning process. Besides, considering the students' suggestions made them feel important in terms of the appropriation of the materials and their sense of belonging towards the local context.

The use of different Bogota's landmarks was a valuable resource because it showed that teaching in an EFL classroom not only refers to the megacities or the hegemonic publishing houses, but to a wide variety of sociocultural realities including the Colombian ones. In this sense, the contextualization of the materials allowed to link on the one hand, the information

provided by the students, as its principal source, and on the other hand, the academic goals proposed by the teacher, thus supporting Johnson statement (2002),

[The word] ‘Contextual’ naturally replaced ‘applied’ academics because the word ‘applied’ was simply too small to encompass the startling innovations achieved by this grassroots reform movement. The more comprehensive contextual—in context implies the interrelatedness of all things. Everything is connected including ideas and actions. Contextual also directs our thinking toward experience. When ideas are experienced, in context, they have meaning (p. 10).

This implies the opportunity to create materials supported by the institutional programs and plans. In this sense, the design of contextualized materials represented an innovation not only for the participants of the study but also for the professors of different areas at the university.

The contextualization of materials allowed me to link the students’ necessities and teachers’ goals within the institutional policies. With regard to this, researchers such as Bedwell (2012) affirmed that “the main advantage of the in-house approach (in-house materials development) is that it is completely responsive to local needs” (p. 1). Considering this, the materials implemented were connected to the institutional reading plan for level three and also established new parameters to modify the previous ones.

The second aspect is associated to a new teachers’ role. The designing of materials should not be a restrictive field if the professionals that best know their students are capable of assuming this new challenge. In this regard, Nuñez, Téllez and Castellanos (2012) contended:

Teacher innovations in MD foster changes in their roles as they gradually become less passive users of knowledge and more active agents involved in its design. In

other words, they begin to make decisions that are based on their students' needs and their understanding of how teaching and learning should be addressed rather than simply meeting the requirements of a course syllabus. (p. 24-25).

This experience opened my view in terms of the type of materials I can design and use in my classroom, and how this made me reflect on my pedagogical practice.

This reflexive process favored a dual purpose: on the one hand, making decisions in terms of personal growth and improving my pedagogical practice, which implies recognizing the students' needs as the starting point and the basis of the learning process. On the other hand, the analysis of what took place as a result of my implementation allowed me to adopt new teaching strategies and polish the ones I regularly use. I also share Núñez and Téllez's view (2009) when they affirm that "Teachers should devote plenty of time to the demanding task of constructing, deconstructing, and reconstructing their daily pedagogical practice as a means of facing decision making, improving their teaching performance, innovating in their classes and so, developing professionally" (p. 173). All the aspects mentioned above represented benefits not only for the teacher per se but also for the students and the learning environment. This led to academic achievements that permeated the core subjects of the students that participated in this study.

The third aspect is associated to the enhancement of the reading skills. In this sense, background knowledge played a key role in the development of the inferential skill. The students with a higher background knowledge made easier connections among the information they already had, the text and the questions they had to answer. In contrast, the students with less range of vocabulary faced some problems especially in the "procedure" section of the

worksheets. Some of them expressed that recognizing vocabulary was crucial to complete the activities found in the worksheets. Moreover, they affirmed that the vocabulary in context helped them to understand the meaning of new words and this eased their reading comprehension process.

In this sense, the warming up section represented the interaction between the students' background knowledge and the new information in the text. Researchers such as Langer (1984), and Collins (1969), have stressed that reader's participation when expanding their knowledge and experience while reading a text is of great importance in reading comprehension. This implied an awareness of the students' reading process that allowed them to trigger their background knowledge consciously each time they faced new information in a text. This conscious act of tackling new information, in contrast to the one already known, produces a third part of information, as it is called in inferential terms. This facilitated the students' progressive approach to further readings in different levels and contents.

It is worth mentioning that reading comprehension activities were framed considering the CLIL approach. Under this circumstance, communication, content, cognition and culture (the so called 4 C's) which are the pillars of CLIL permeated the worksheets in terms of facilitating the students' engagement to an innovative proposal that connected the context where they live with the English learning process. This approach became the suitable one to foster students reading comprehension. In this regard, Dalton-Puffer (2008), asserts that under CLIL conditions, certain aspects of language competence develop more than others and the receptive skills are within the favorably affected. This allowed me to develop interwoven components such as vocabulary, level contents, context, and strategies that in some manner boosted students' acquisition in the EFL classroom.

Pedagogical Implications

This study had a clear incidence on my students since some expressed that this experience was new and gave them the tools to face texts not only in English but also in Spanish. Besides, after analyzing their score in the reading component of the exams they took, some of them got better marks than in their previous semesters. Helping them improve their marks was something good for me as a teacher researcher because it demonstrated that planning lessons, designing materials and stating clear objectives, considering students' needs and interests' benefits the teaching-learning process. In this regard, I also profited from this study because it provided me with the framework and foundations to create materials that innovated not only my pedagogical practices but also had an impact on my professional growth.

Likewise, in terms of the EFL setting where this research took place, the creation and implementation of the worksheets represented an opportunity to design an innovative proposal that had an incidence both on the participants of this study as well as on the teacher in charge of Level III of the reading component. Additionally, it also benefitted the teachers who were in charge of the other core subjects at Manuela Beltran University since it motivated some of them to create their own materials. Furthermore, this study can contribute to enrich the field of Materials Development and in general, the EFL community of teachers since it showed the importance of contextualizing materials based on students' needs and interests.

Limitations

While carrying out this research I faced some constrains. First, the length of worksheet number 1 made it difficult to accomplish the goals in the specific timing set for doing so. Thus, I

had to adapt the next five worksheets to meet with the schedule programmed. And second, some students did not attend some of the classes and this made the monitoring process difficult.

Further Research

Considering the impact that the designed worksheets had in my EFL classroom, I suggest extending this experience to an ESP context in the virtual programs offered at the university. Thus, the research question could be: How do digital contextualized worksheets boost reading comprehension in an ESP program? On the other hand, in the final stage of the process, when students were asked to give their opinions about the study, some suggested to include another skill. Thus, one possible question to address would be: How do contextualized worksheets foster listening comprehension in an EFL setting?

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Appendix A: Teachers Survey

Bogotá a meaningful context for an EFL classroom

Dear colleague, I am conducting a research about contextualized materials, it is very important for me as a teacher researcher the information you will provide. Please answer the following questions.

I.D. Number: _____

Nationality: _____

1. 1. How do you think the use of a guidebook affects your classes? _____

2. According to your experience teaching without a guide text, you could say that:

A. the proposed material is irrelevant for the students

B. the proposed worksheets enhance the adquisition of concepts

3. Explain your answer in a brief paragraph.

4. Do you consider important to include the local context when teaching a foreign language?

A. Yes

B. No

5. According to your experience, do you consider that using Bogota's landmarks would be suitable to develop the contents proposed in level 3?

A. Yes

B. No

Explain your answer in a brief paragraph

6. What do you think about creating worksheets using Bogota as the context to reach the goals proposed for level 3?

Appendix B: Students' Survey

Bogota a meaningful context for students at UMB

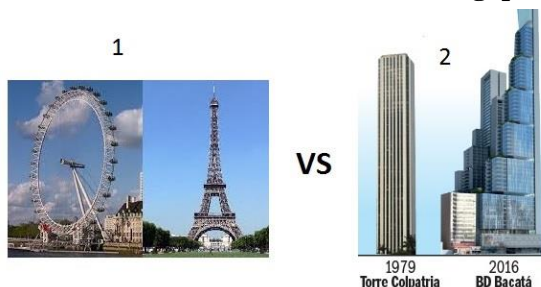
This survey intends to collect the students' opinion regarding the creation and implementation of reading material framed in the context of Bogotá. Dear students read the following definition and answer the questions.

1. According to your experience during level three, do you consider that Bogota's landmarks could be the scenery to develop the topics presented?

- A. Extremely useful B. Very useful C. SomeWhat useful D. not all useful

Landmark: building or other place that is historical, aesthetic, or cultural importance, often declared as such and given a special status (landmark designation) ordaining its preservation, by someauthorizing organization.

Analyse the pictures below and answer the following question.



2. Which set of pictures would you like to work with?

- A. set 1 B. set 2 C. both are the same D. none of them

3. Which local topics would you like to include in the final worksheet

4. Which type of activity did you like the most?

- A. Crossword B. Wordsearch C. Matching D. Definition E. Contextualizing
Vocabulary F. Clasifying words

5. Which type of activity would you like to work on in the final worsheet?

- A. Crossword B. Wordsearch C. Matching D. Definition E. Contextualizing
Vocabulary F. Clasifying words

Field Notes

Descriptions	Reflections

Appendix D: Informed Consent



Students Consent to Participate in a Research Study



Title of Study:	Contextualised Reading Material in a University EFL classroom
Teacher Researcher:	Hernan Fernandez Legro
Year:	2017
Level:	Pre-Intermediate A7

Dear Student:

You are being asked to be in a research study about how does contextualised material enhance reading skills. The purpose of the study is to evaluate the relevance of implementing material focused on students' local context to enhance their reading skills. If you agree to be in this study, you will be asked to do the following things: To identify which landmarks are appropriate for designing contextualized material, to participate in activities to exchange ideas about local cultural topics.

On the other hand, I will not be collecting or retaining any information about your identity. the records of this study will be kept strictly confidential. Moreover, I will not include any information in any report I may publish that would make it possible to identify you. Your identity will be disclosed in the material that is published. However, you will be given the opportunity to review and approve any material that is published about you.

The decision to participate in this study is entirely up to you. You may refuse to take part in the study *at any time* without affecting your relationship with the investigator of this study or MBU.

Your signature below indicates that you have decided to volunteer as a research participant for this study, and that you have read and understood the information provided above.

Student Name :		Signature	
Investigator's Signature:		Date:	

Appendix E: Exit Survey

Bogota a meaningful context for students at UMB Exit Survey

This survey intends to collect the students' opinion after the implementation of reading material framed in the context of Bogotá.

Dear students read the following questions and select only one answer.

1. How do you feel during the application of the materials?

- Excelent
- Good
- Normal
- Bad

2. Would you like to work with this type of material in your core subjects?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

3. It is possible to say that your reading comprehension process was enhanced after applying the worksheets.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

4. Do you consider that the developing of micro-skill inference foster your reading comprehension process?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree